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ABSTRACT

Objectives of this study were (1) to determine the parental attitudes of those parents who reside in the Chinle, Keams Canyon, Kayenta, Ganado, Window Rock, or Tuba City school district toward public education on the Navajo and Hopi reservations in the areas of teachers, curriculum, social behaviors of children, school services, school policies, control of schools, and comparison between types of educational systems on the reservations and (2) to test the significance of differences in attitudes between the parents as a function of educational level, age, social class membership, race, and rural-urban affiliation. Parental attitudes were measured by an instrument (appended to the report) especially designed for this study wherein 23 bilingual, trained interviewers made visitations to the homes of 520 parents, or about 10% of all parents enrolling children in the 6 public school districts participating in this study. Approximately 13% of the parent sample was non-Indian, while 87% was Indian. Each of the 97 items on the questionnaire was analyzed according to educational level, age, social class, race, and rural-urban affiliation. This volume reports the overall results from all 6 districts together and separate results from the Kayenta district. Findings revealed, for example, that the teacher is the most influential single factor affecting the successful educational program and that the parents support the concept of vocational education, desire the teaching of Navajo or Hopi religion, and prefer that their children attend public school. (LS)

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A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS

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PART II

Parental Attitudes [Kayenta)

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Southwestern Behavioral Institute
Flagstaff, Arizona

October, 1971

RC 006109

FOREWARD

This is the second volume of a three volume report on parental attitudes and values towards education on the Navajo and Hopi Reservation. The first volume dealt with previous research in the area. The third volume deals with parental values.

This volume of the report summarizes the responses of 520 parents to a 97-item questionnaire. It describes the purpose of the study, the design and methodology employed, the hypotheses, definition of terms, and a demographic description of the parents.

The results report the percentile responses of the parents to each of the 97 questions according to the individual school district as well as a percentile report of all six school districts. In addition, the similarities and differences among the parents as a function of their educational level, age, social class membership, race, and urban-rural affiliation is reported for each question.

Finally, a summary is presented of those attitudes that seem most significant to the parents as their hierarchy of priorities for the educational program of their children.

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Kayenta Public School District, Kayenta, Arizona
Mr. Jack Wilson, Superintendent

With the participation of:

Chinle Public School District, Chinle, Arizona
Mr. Henry Gatewood, Superintendent

Ganado Public School District, Ganado, Arizona
Mr. Marvin Cowan, Superintendent

Keams Canyon Public School District, Keams Canyon, Arizona
Mr. Morris Cooper, Business Manager

Tuba City Public School District, Tuba City, Arizona
Mr. Hadley Thomas, Superintendent

Window Rock Public School District, Fort Defiance, Arizona
Mr. George Burns, Superintendent

Conducted by:

Southwestern Behavioral Institute, Flagstaff, Arizona
James E. Biglin, Ed. D., Project Director

For the purposes of:

1. Determining what the parents desire of public education on the Reservations;
2. Identifying the significant values of the parents;
3. Modifying and strengthening the school program in a manner consistent with the research findings.

With the cooperation of:

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James Harris

A final debt of gratitude is owed to the 534 parents who cooperated in this study, dedicating a considerable amount of time from their busy schedules, in the belief that the education of their children is important, can be improved, and involves the cooperative efforts of the school and the home.

Our cover: Mrs. Nora Singer being interviewed by Mrs. Marilyn Dalton, Kayenta, Arizona.

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PART II

PARENTAL ATTITUDES

I. THE STUDY

Purpose of the study. This study was undertaken in order to determine what the parents of children attending public schools on the Navajo/Hopi Reservation wanted of education. It was conceptualized as the first part in a three phase project designed to change the school programs to better meet the expressed needs of the parents. Once the priorities of parental attitudes and values towards education were determined, the second phase involved the analysis of the existing school programs to determine in what ways they were incongruent with the parents' expressed desires. The third and final phase involved the restructuring and reorganization of school philosophy, objectives, policies and curriculum more in tune with those wishes.

Finally, this study was designed to serve as a guide in the development of desired curriculum materials appropriate to the needs of the Indian community. The lack of appropriate curriculum materials is one of the major difficulties faced by the schools in building a relevant, meaningful program for the Indian child.

Design of the study. The overall design and methodology of this study included:

1. Random selection of a sample of 10% of all the parents having one or more children in attendance at one of the six public schools on the Navajo/Hopi Reservation.

2. Development of an appropriate instrument to measure the parental attitudes and values.

3. Personally interviewing the parents in their homes with trained, local interviewers.

4. Providing a percentile report of parental attitudes on specific aspects of the school program, determining not only what the majority of attitudes might be, but also what the minority attitudes might be and any recommendations for changes the parents saw as appropriate.

5. Statistically analyzing the differences of the parents as a function of five variables: educational level, age, social class membership, race, and urban-rural affiliation.

6. Measurement of values, which in this study were defined operationally by means of a projective test. Values differed from attitudes in that they are less bound to specific aspects of the school program, more general, fewer in number, more resistant to change, and tied more to personally relevant and uniquely cultural experiences of the person.

   Values are not reported in this volume, but are contained in Part III of this report.

Objectives. The objectives of this study were to:

1. Determine parental attitudes towards various aspects of the school program, including their attitudes towards 1) teachers; 2) curriculum; 3)social behaviors of children; 4) school services; 5) school policies; 6) control of schools; and 7) comparisons between types of educational systems on the Reservation. (Part II).

2. Test the significance of the differences in attitudes between the parents as a function of educational level, age, social class membership, race, and urban-rural affiliation.
   (Part II).

3. Determine what values the parents have with respect to education and whether or not there were significant fluctuations in values as a function of the five variables listed above.
   (Part III).

Hypotheses. The latter two objectives stated as null hypotheses are:

1. There are no significant differences between the attitudes of parents to any of the items on the questionnaire as a function of educational level, age, social class membership, race, and urban-rural affiliation.
   (Part II).

2. There is no significant difference between parental values as a function of the five criterion variables.
   (Part III).

II. DEFINITIONS OF TERMS USED

No significant difference. The frequency distributions of the patterns of answers will be no different than would be expected by chance alone. The Kolmogorov-Smirnov test was employed to determine the significance of differences. Whenever observed differences between groups were larger than would be expected by chance, the null hypotheses was rejected, and significant differences between the groups were reported. The .05 level of confidence was the criterion for rejection of the null hypotheses.

Attitudes. A predisposition to respond to stimuli in the environment in a characteristic way. The questionnaire, shown in Appendix A, is the operational definition of attitudes in this study. A "yes" to any item was indicative that the parent was predisposed to accept the attitude reflected in the item statement. A "no" was indicative that the parent did not possess a favorable attitude toward the stimuli suggested by the item statement.

The parents. The population of this study included those parents, or guardians, enrolling children in the six public schools on the Navajo/Hopi Reservation participating in the study. In a few instances, the "parents" were actually relatives or friends with whom the child was living at the time of the survey.

Age. Age of parents was determined by the parents' self-report. The various age levels were divided into eight groups as follows:

1. Twenty years old and under
2. Between twenty-one and twenty-five years old
3. Between twenty-six and thirty years old
4. Between thirty-one and thirty-five years old
5. Between thirty-six and forty years old
6. Between forty-one and forty-five years old
7. Between forty-six and sixty years old
8. Between sixty-one and eighty-three years old

Educational level. The number of grades completed in school, operationally determined by response to the questionnaire and divided into seven groups as follows:

1.	No education	0
2.	Some elementary education	1 thru 7 years
3.	Eighth grade education	8
4.	Some high school	9 thru 11 years
5.	High school diploma	12
6.	Some college education	13 thru 17 years
7.	College graduate	18 years

Social class membership. Determined by occupational level as contained in the _Revised Scale for Rating Occupations_.[1] There were eight social class levels employed in this rating.

Race. Defined as either Indian or non-Indian. The self-report of the parent was the criterion for racial affiliation.

Urban-rural affiliation. Defined as living two miles or less (road distance) from school = urban.

Defined as living over two miles from the school = rural.*

*The interviewers determined this by the mileage gauge on their vehicles.

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[1] W. L. Warner, Marsha Meeker, and K. Eells, _Social Class in America_. Chicago: Science Research Associates, 1949.

III. DESCRIPTION OF THE PARENTS

The parents were randomly selected from the official rosters of the schools, using standard sampling procedures. They were, however, stratified by race so that ratios reflected in the total parent population were retained in the 520 sample population.

There were 534 parents in the original sample. Fourteen (14) questionnaires had to be discarded due to incompletion, leaving 520 parents in the final sample. This represents over 10% of the total population having children in one of the six public school districts participating in this study.

All responses of parents were analyzed by total parental responses in each district as well as all six districts combined. In addition, differences among the parents were compared on five criterion variables (educational level, age, social class membership, race, and urban-rural affiliation). The description of the parents' characteristics on these five variables is as follows:

Educational level.

The parents were divided into seven groups on the basis of educational level and comparisons were made of attitudes as a function of educational level. The chart below reports the educational level, grades completed, the number and percentages in each level, as well as the cumulative percentages of parents in preceding educational levels.

Ed. Level	Grades Completed	N	%	Cum. %
No education	0	153	29.4	29.4
Some elem.	1 - 7	104	20.0	49.4
Elementary	8	43	8.3	57.7
Some H. S.	9 - 11	63	12.1	69.8
H. S. grad.	12	79	15.2	85.0
Some college	13 - 15	33	6.3	91.3
College grad.	16+	36	6.9	98.3
No response	9	9	1.7	100%
Total		520	100%	

Analysis of the table indicates that 153 parents (29.4%) reported having no education, 104 parents reported having between one and seven years of grade school, representing 20% of the total population. The cumulative frequency for these two categories indicates that 49.4% of the parents reported having less than an eighth grade education. There were 36 parents, representing 6.9% of the population that had a B.A. degree or above.

Age Distribution of Parents

Age	N	%	Cum. %
Under 20	2	.4	.4
21 - 25	17	3.2	3.6
26 - 30	50	9.6	13.2
31 - 35	90	17.2	30.4
36 - 40	109	21.0	51.4
41 - 45	77	14.8	66.2
46 - 60	128	24.5	90.7
61 - over	29	5.8	96.5
No response	18	3.5	100%
Total	520	100%	

Analysis of the table indicates that there were only 2 parents, representing only .4% twenty years of age or less; 13.2% of all the parents were thirty years old or less; 70% of the parents were between thirty and fifty years of age; and the average age of the parents was forty and nine-tenths (40.9) years of age. It will be noted that most, but not all, intervals are four years.

Social class membership.

Social class membership was defined in this study by determining the occupation of the head of each household and then using Warner's Revised Scale for Rating Occupations[2] according to social class membership.

Ratings from 1 - 8 indicate social class membership from upper-upper to lower-lower respectively. A rating of 8 was used to designate any head of household who was unemployed and a rating of 1 indicates high level professionals such as doctors or lawyers. Following are the ratings, social class classification, the number and percentage of parents in each class as well as the cumulative percentages of all preceding classes. As may be noted, the highest single number in any social class was 192 in the lower-lower social class. This represents 36.9% of all the parents in this sample and is indicative of the unemployment rate on the Reservation.

---

[2] W. L. Warner, Marsha Meeker and K. Eells, Social Class in America. Chicago: Science Research Associates, 1949.

Social Class Membership

Rating	N	%	Cum. %
1 Upper-Upper	2	.4	.4
2 Lower-Upper	10	1.9	2.3
3 Upper-Middle	77	14.8	17.1
4 Middle	53	10.2	27.3
5 Lower-Middle	74	14.2	41.5
6 Upper-Lower	29	5.6	47.1
7 Middle-Lower	63	12.1	59.2
8 Lower-Lower	192	36.9	96.1
Did not respond	20	4.0	100%
Total	520	100%	

Race.

Parents were asked to indicate race (and tribe) on the interview form. Following is a summary of their reports:

Race	N	%
Anglo	64	12.3
Indian Navajo (419) Hopi (25) Other (10)	454	87.3
Mexican-American	1	.2%
Negro	1	.2%
Total	520	100 %

The researchers, in making comparisons by race, used Indian (N=454) and non-Indian (N=66) because more detailed analysis was impractical due to the small numbers in the other categories.

Urban-rural.

An urban parent was one living two miles or less from the school.

A rural parent was one living more than two miles from the school. Distance was determined by road distance traveled by the interviewers.

Following is a chart depicting urban-rural classification according to number and percentile.

Category	Miles	N	%
Urban	0 - 2	210	40.0
Rural	Over 2	310	60.0
Total		520	100%

A more detailed breakdown of distance parents live from school indicates that 40% of the parents live two miles or less from school; 65% live ten miles or less; 72% live fifteen miles or less; 85% live twenty-five miles or less; and 13% live between twenty-five and sixty-five miles from the school. Two per cent (2%) of the parents made no response to this item.

The following characteristics of the parents were not employed in the statistical analysis of the instrument but are reported here to provide the reader with a more detailed report concerning the parents who participated in the study.

Demographic Information of Parents

Sex:	N	%
Male	218	41.9
Female	302	58.1
Marital status:		
Married	408	78.5
Divorced	44	8.5
Separated	24	4.6
Widow	34	6.5
Widower	5	1.0
Type of school parents attended:		
BIA	218	41.9
Public	136	26.2
Mission	53	10.2
LDS	6	1.2
None	153	29.2
	566*	108.7%*

*Some parents attended more than one type of school.

Language usually spoken in the home:		
Navajo	176	33.8
Hopi	2	.4
English	99	19.0
Combination	239	46.0

	N	%
No. of children in various types of schools:		
BIA	90	
Public	502	
Mission	20	
LDS	37	
Other	48	
No. of children who have dropped out of school or graduated from high school:		
Drop-outs	104	
High school graduates	176	
No. of registered voters:		
National	148	
State	163	
Tribal	390	

IV. DESCRIPTION OF THE INTERVIEWERS

Interviewers were selected on the basis of 1) having lived in the local area for a minimum of two years; 2) generally known and respected in the community; 3) having good bilingual communication skills; 4) dependable work record; 5) availability for employment, and 6) over twenty-one years of age.

In some areas, recommendation for names of potential interviewers was obtained from local Chapter Houses. From a list of 37 possible interviewers, 23 were finally selected.

Their names and the district they represent appear in the Acknowledgements section of this report.

A two-day training session was held in Kayenta, Arizona on January 29 and 30, 1971. The study and work areas covered in the workshop included interviewing techniques, translation of the instrument into Navajo/Hopi/English, proper way to fill out the questionnaire, orientation, and use of the tape recorder. Lectures, discussions, and role-playing techniques were employed extensively until all of the interviewers demonstrated proficiency in administering the questionnaire.

V. DESCRIPTION OF THE INSTRUMENT

The instrument used was designed specifically for this study after consulting with parents in the field, school board members, superintendents, the interviewers, and others knowledgeable about local educational problems. The instrument was translated into Navajo and Hopi.

The instrument, contained in Appendix A, was designed to measure parental attitudes towards specific aspects of the school program, as well as more general attitudes and values about the process of education. It consists of 22 items asking for demographic information about the parent, including age, distance from school, etc. The second part of the questionnaire contains 97 questions with 76 requiring a "yes" or "no" response and 21 are open-ended questions in which the parent volunteered a spontaneous, unstructured response.

The instrument focuses on specific attitudes towards teachers, the curriculum, social behaviors of children, school services, school policies, control of schools and comparisons between types of educational systems on the Reservation.

The third portion of the instrument consists of three pictures dealing with an educational setting. The parent was asked some general questions about each picture. These answers were tape recorded and are the basis for semantic and thematic analyses revealing parental values. The latter is reported in Part III of this report.

VI. THE RESULTS

The writers have organized the results in such a way that each test item is treated as a separate measure of attitude.

The original question or statement appearing on the instrument is repeated. The percentage of "yes" and "no" responses is reported for the six districts combined as well as the individual school district. There were a number of parents who did not respond to some of the questions, hence, the percentage of "yes" and "no" responses may not add up to 100%.

On the immediate right of the table is a report of Kolmogorov-Smirnov analysis of the five variables for the six districts combined as well as for the individual school district. NO SIG .05 is employed in the table and indicates that observed differences on this variable were no greater than would be expected by chance. SIG .05 indicates that observed differences were greater than could be expected by chance alone.

Below each table is a brief description or explanation of the results for that question.

1. Do you know your child's teacher?

	%	
	Yes	No
Six Districts	45.4	53.1
Kayenta	44.0	53.3

	Six Districts	Kayenta
Ed. Level	SIG .05	SIG .05
Age	SIG .05	SIG .05
Soc. Class	SIG .05	SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	SIG .05	SIG .05

Six Districts:

Not quite half the parents (45%) knew their child's teacher. All five criterion variables, taken individually, were significant at the .05 level to this question.

With respect to educational level, 75% of parents with some high school education or more knew their child's teacher; 20% of the parents with no formal education knew their child's teacher.

In the age category, parents twenty years of age or younger and parents over forty were less likely to know their child's teacher than parents between the ages of twenty and forty-one. Of parents between twenty and forty-one, 77% knew their child's teacher; of parents under twenty-one and over forty, the percentage knowing their child's teacher was 8%.

In terms of social class, more parents (68%) who are employed as skilled or semi-skilled workers knew their child's teacher than parents who are unemployed (24%) or whose job is heavy laborer (31%).

In the category labeled race, a larger percentage of Anglo parents (86%) than Indian parents (39%) say they know their child's teacher. This finding may well be influenced by the urban-rural category findings where parents who live less than two miles from school reported knowing their child's teacher in greater numbers (56%) than did parents who live more than two miles from school (31%). Presumably, more Anglos live within the two mile distance from school than do Indian parents.

Kayenta:

Tendencies found in the six district report were similar to tendencies found in the Kayenta data, except on the variable of race. There was no significant difference between racial groups in Kayenta as a function of their response to this item.

2. Would you want to know your child's teacher better?

	% Yes	% No
Six Districts	89.6	8.3
Kayenta	90.7	5.3

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A large majority of parents (90%) reported that they wanted to know their child's teacher better.

The only variable which was significant at the .05 level was race. Interestingly, almost all Indian parents (93%) answered this question affirmatively, while of Anglo parents the response was 67%.

Kayenta:

Tendencies found in the six district report were similar to tendencies found in the Kayenta data, except on the variable of race. There was no significant difference between racial groups in Kayenta as a function of their response to this item.

3. Has the teacher ever visited you at home?

	% Yes	% No
Six Districts	15.6	82.9
Kayenta	44.0	50.7

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Not many parents (16%) reported they had been visited at home by the teacher.

The only variable which was significant at the .05 level in response to this question was race. More of the Anglo parents (31%) than Indian parents (13%) responded affirmatively to this question.

Kayenta:

In the Kayenta district, 64% of the Anglo parents and 40% of the Indian parents responded affirmatively to this question, making Kayenta somewhat unique in the large number of parents visited at home by the teachers.

4. Would (or did) you like the teacher to visit your home?

	% Yes	No
Six Districts	85.8	11.0
Kayenta	96.0	2.7

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A large majority of respondents (86%) indicated they would, or did, like the teacher to visit the home.

The one variable which was significant in analyzing responses to this question was race; 97% of Indian parents to 77% of the Anglo parents responded "yes" to this question. Educational level, age, occupation and distance from school were variables not significant at the .05 level.

Kayenta:

Almost all (96%) the parents of the Kayenta district in this study responded positively. In the Kayenta district, none of the variables was significant in differentiating responses to this question.

5. Have you ever visited your child's classroom?

	% Yes	% No
Six Districts	46.0	52.5
Kayenta	40.0	60.0

	Six Districts	Kayenta
Ed. Level	SIG .05	SIG .05
Age	SIG .05	NO SIG .05
Soc. Class	SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	SIG .05	SIG .05

Six Districts:

Not quite half the parents (46%) had visited their child's classroom. All five criterion variables, taken individually, were significant at the .05 level to this question.

With respect to educational level, parents with education beyond high school are the most apt to visit their child's classroom. For example, 76% of parents with some college and 69% of parents with college degrees responded "yes" to this question. This compares with 49% of parents who hold high school diplomas and 47% of parents with an eighth grade diploma. Some 39% of the parents with no formal education and 36% of the parents with some elementary education had visited their child's classroom.

In the age category, older parents (forty-six to sixty years of age) and younger parents (not yet twenty years of age) had not visited their child's classroom (35%) to the same extent as had parents aged twenty-one to forty-five, where the percentages ranged from 47% (twenty-one to twenty-five year old parents) to 64% (twenty-six to thirty year old parents) visiting their child's classroom.

In terms of social class, more parents who are employed as skilled (70%), semi-skilled (72%), or professional workers (50%) have visited their child's classroom than have parents who are employed as heavy laborers (38%) or who are unemployed (38%).

In the category labeled race, a larger percentage (75%) of Anglo parents than Indian parents (42%) said that they have visited their child's classroom.

Urban-rural classification affected the findings in that of parents who live less than two miles from school, 60% have visited their child's classroom; of parents who live two miles or further from school, 35% reported visiting their child's classroom.

Kayenta:

Age, social class, and race showed no significant differences in the Kayenta district sample in contrast to results in the six district sample. On these criterion variables, there is more homogeneity of opinion than in the larger sample. However, educational level and urban-rural categories showed significant differences as a function of response to this item, as in the larger sample.

6. Would you like to visit your child's classroom (again)?

	% Yes	% No		Six Districts	Kayenta
Six Districts	84.4	9.6	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	78.7	2.7	Age	SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Almost all parents would like to visit their child's classroom (again) regardless of educational level, social class membership, race, or distance from school. Age of the parents was the only factor that was significant with 69% of the parents sixty-one years of age or older wanting to visit their child's classroom (again). In all the other age levels, percentages of parents who wished to visit their child's classroom (again) ranged from 78% to 92%.

Kayenta:

None of the five variables was significant at the .05 level in response to this question in the Kayenta district.

7. Does the teacher do a good job of teaching?

	% Yes	% No
Six Districts	86.2	4.4
Kayenta	86.7	4.0

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	NO SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Most parents, regardless of educational level, social class, race, or urban vs. rural classification believe that the teacher does a good job of teaching.

Older parents tend to be more critical concerning the teacher's ability. Some 79% of parents sixty-one years of age or older believe that the teacher does a good job of teaching compared with percentages ranging from 82 to 100% at other age levels.

Kayenta:

In the Kayenta district, age has no bearing on how parents feel toward the job of teaching being done. Parents at all age levels believe the teacher is doing a good job of teaching.

8. Is the teacher interested in the tribe and its culture?

	%	
	Yes	No
Six Districts	62.7	7.7
Kayenta	69.3	4.0

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	NO SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Some 63% of the parents surveyed believed that the teacher is interested in the tribe and its culture; 8% did not believe this to be true, and 29% of the parents did not volunteer a response to this question.

None of the criterion variables was significant at the .05 level in response to this question.

Kayenta:

In the Kayenta School District, 70% of the Indian parents answered this question affirmatively and only 5% answered negatively. Of Anglo parents in this district, 64% answered affirmatively and 36% did not volunteer a response.

9. Does your child's teacher speak Navajo/Hopi?

	% Yes	No		Six Districts	Kayenta
Six Districts	16.5	71.0	Ed. Level	SIG .05	NO SIG .05
Kayenta	16.0	66.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Of the 520 parents in the sample, eighty-six (17%) believed their child's teacher spoke Navajo or Hopi. Eighty-five of the eighty-six parents who responded positively to this question were themselves Indian, most of whom had not attained a formal education.

Educational level was significant at the .05 level in responses to this question (all college graduates in the sample responded negatively to this question, or omitted it), and far more non-Indians than Indians, percentagewise, responded negatively to this question. Thus race was also a variable significant at the .05 level in this case. Age, social class, and urban-rural designation were not significant at the .05 level in response to this question.

Kayenta:

The relationships in the six district sample, discussed above, and the Kayenta sample were similar on this question.

10. Do you think the teacher should speak Navajo/Hopi?

	% Yes	% No
Six Districts	48.7	41.9
Kayenta	49.3	28.0

	Six Districts	Kayenta
Ed. Level	SIG .05	NO SIG .05
Age	SIG .05	NO SIG .05
Soc. Class	SIG .05	SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	SIG .05	SIG .05

Six Districts:

The parents surveyed were quite closely divided on this question. About half (49%) believed the teacher should speak Navajo or Hopi. Some 42% did not think this was necessary.

All five criterion variables were significant at the .05 level in this case. With regard to educational level, a higher percentage of parents with no formal education (67%) think that the teacher should speak Navajo or Hopi than other groups. For example, of college graduates, only 28% responded affirmatively to this question.

In the case of age, over 60% of the parents forty-six years of age or older thought that the teacher should speak Navajo or Hopi. The percentages of parents in other age groups which felt this way ranged from 38% to 47%.

More than half of the parents who were unemployed (60%) or engaged in heavy labor (54%) thought that the teacher should speak Navajo or Hopi. For parents in other social classes, the percentages ranged from 31% to 45% who responded affirmatively to this question.

Most of the parents (95%) who answered this question positively were Indians. Some 53% of all Indian parents in the sample thought that the teacher should speak Navajo or Hopi. Of Anglo parents answering this question, 20% answered positively. Thus race was a criterion variable significant at the .05 level.

Urban-rural classification was significant in that more parents (69%) who live more than two miles from school thought that the teacher should speak Navajo or Hopi. The percentage responding affirmatively to this question, and who live less than two miles from school, was 21%. The difference is significant at the .05 level.

Kayenta:

In contrast to the six district results on this item, parents in Kayenta did not differ significantly as a function of their educational level, age or race. All groups in each of the three categories tended to agree with one another more than the same groups and categories of the larger sample.

11. Who do you think would make the best teacher for your child? Yes - Indian No - Other

	% Yes	% No
Six Districts	19.8	41.5
Kayenta	13.3	46.7

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Of the total sample, 20% believed an Indian would make the best teacher and 48% thought other than an Indian. Some 32% of the parents did not wish to respond to the question.

The only variable significant at the .05 level in response to this question was race. No Anglo parents believed that an Indian teacher would be best for their child, contrasted with 23% of the Indian parents believing an Indian teacher would be best.

Kayenta:

In the Kayenta district, social class was significant at the .05 level in response to this question. In "middle class" occupations, more respondents (25%) believed that the best teacher would be Indian than those at any other occupational level. No parents in the top occupational levels (mostly Anglos) believed that Indian teachers would be best for their children, while 10% of the unemployed parents (mostly Indians), thought that an Indian would make the best teacher.

12. Do teachers grade your child at school?

	% Yes	No
Six Districts	95.2	1.5
Kayenta	93.3	2.7

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	NO SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

In a question which indicates that the parents in the survey know at least this aspect of the school curriculum, some 95% of the parents responded "yes" to this question. Only 2% responded "no." None of the criterion variables was significant at the .05 level in response to this question.

Kayenta:

In the Kayenta sample, educational level, age, social class, race of parents and distance parents live from school had no significance in response to this question.

13. If yes, do you think the grades help your child to learn?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	91.3	3.8	Ed. Level	SIG .05	NO SIG .05
Kayenta	85.3	2.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A large majority (91%) of the parents responded affirmatively to this question. The difference in number of affirmative responses between parents who had no formal education, some elementary or an eighth grade education (95%), and parents who had attended college or were college graduates (80%) is significant at the .05 level. Fewer of the parents with exposure to college believed that grades helped their children to learn.

Social class was also a significant variable in this case. In the four lower occupational levels, including unemployed parents, 95% of the respondents answered this question affirmatively. The percentage responding "yes" to this question in the four upper occupational levels was 76%. Fewer parents with higher level jobs believed that grades helped their children to learn.

Kayenta:

In the Kayenta district, the percentage answering "yes" to this question was 85%. However, there were no significant differences found among the criterion variables as was true in the total sample in the case of educational level and social class.

14. Should children be given a failing grade if they don't study?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	79.8	15.8	Ed. Level	NO SIG .05	SIG .05
Kayenta	68.0	18.7	Age	NO SIG .05	SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Some 80% of the parents in this study answered "yes" to this question. These parents apparently believe that children should be given a failing grade if they do not study. The parents who responded "no" to the question represented 16%.

None of the criterion variables was significant at the .05 level in response to this question.

Kayenta:

In the Kayenta district, the variables of educational level and age were significant at the .05 level. Of parents with no formal education, 75% responded "yes" to this question;

of those with some high school, 90% responded "yes;" of those with some college or a college degree, 100% responded "yes" to this question.

With respect to age, all the parents younger than twenty-five in the Kayenta district responded affirmatively to this question. Of parents from twenty-six to thirty-five, 82% responded affirmatively; and of parents thirty-six to sixty-one, some 53% responded "yes" to this question.

15. Does the teacher treat your child fairly?

	%				
	Yes	No		Six Districts	Kayenta
Six Districts	86.9	5.8	Ed. Level	SIG .05	NO SIG .05
Kayenta	80.0	0.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

The majority of parents in this study (87%) think that the teacher treats their child fairly. Educational level and social class are variables significant at the .05 level in response to this question.

A higher percentage of parents who are college graduates (97%) than parents with no formal education (81%) answered affirmatively to this question. Also, of parents in the two uppermost occupational levels, 100% responded "yes" to this question compared with 87% of the parents who were unemployed.

Kayenta:

In the Kayenta district, 80% of the parents answered positively to this question. The other parents omitted the question.

None of the variables was significant at the .05 level in response to this question in the Kayenta district.

16. Should the teacher have a college degree?

	% Yes	% No
Six Districts	91.0	4.0
Kayenta	85.3	5.3

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	NO SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Nearly all the parents in the study (91%) responded affirmatively to this question. None of the variables was significant at the .05 level in response to this question, meaning neither educational level, age, social class, race or urban-rural classification affected the responses by the parents.

Kayenta:

Educational level, age, social class, race, and distance parents live from school have no significance in response to this question in the Kayenta district.

17. Would you want your child to become a teacher?

	% Yes	No
Six Districts	81.2	6.7
Kayenta	80.0	8.0

	Six Districts	Kayenta
Ed. Level	SIG .05	SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	SIG .05	NO SIG .05
Race	NO SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Over 80% (81%) of the parents answered "yes" to this question. Educational level of the parents and social class of the parents influenced responses in that these variables were significant at the .05 level in response to this question.

More parents with no formal education (93%) would want their child to become a teacher than parents with a high school education (65%), some college (55%), or those with college degrees (78%). Also, most parents in the two upper occupational levels (90%) and most in the two lower occupational levels (89%) answered this question affirmatively compared with between 68% and 76% of parents at other occupational levels.

Kayenta:

In the Kayenta district, only educational level was significant at the .05 level. Social class differences were not significant at the .05 level.

18. Does the school teach the Navajo/Hopi way of life?

	% Yes	% No		Six Districts	Kayenta
Six Districts	26.9	53.8	Ed. Level	SIG .05	NO SIG .05
Kayenta	26.7	44.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A majority of the respondents (54%) answered "no" to this question. Some 27% responded "yes." Again the variables of educational level and social class were significant at the .05 level in response to this question.

Interestingly, the same percentage of parents with no formal education (33%) as parents with college degrees (33%) answered "yes" to this question. The lowest per cent of affirmative response (10%) came from the parental group who had attended, but not graduated from, high school. The highest per cent of affirmative response (39%) came from parents with some elementary education.

With respect to social class (occupational level), no parents in the highest category responded affirmatively to this question, but 40% of those in the second highest category responded "yes." Approximately one-third (34%) of unemployed parents thought that the school taught the Navajo/Hopi way of life.

Kayenta:

In the Kayenta district, none of the five criterion variables was significant at the .05 level. Here again, 27% of the parents responded "yes" to this question. Some 44% responded "no."

19. Do you want them to?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	74.2	19.0	Ed. Level	SIG .05	SIG .05
Kayenta	84.0	10.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

A clear majority of the parents in this study (74%) responded "yes" to this question. Four of the five criterion variables were significant at the .05 level.

In the case of educational level, more parents with no formal education (90%) or some elementary education (83%) want the school to teach the Navajo/Hopi way of life than do any other educational group. For example, of parents who are college graduates, 56% responded affirmatively.

There are no significant differences in responses when age is the variable reviewed.

With respect to social class (occupational level) 100%

of parents in the highest occupational level, and 85% of parents in the lowest occupational level (unemployed) responded positively to this question. The percentage of parents responding positively at other levels was between 50%-84%.

More Indian parents (79%) than Anglo parents (39%) in this sample wanted the school to teach the Navajo/Hopi way of life.

Distance from school is a significant variable. Of parents living two miles or less from school, 69% answered affirmatively. Of parents living more than two miles from school, 79% wanted the Navajo/Hopi way of life taught their children in school.

Kayenta:

In the sample of the Kayenta district parents, responses were similar to those of the combined six districts except that a larger per cent of parents (84%) wanted the school to teach the Navajo/Hopi way of life.

Also, only the variable of educational level has responses significantly different at the .05 level in the Kayenta sample. All parents in the Kayenta district with no formal education, some college education, or diplomas from college, want the school to teach the Navajo/Hopi way of life. Percentages answering affirmatively at other educational levels are as follows: parents with some elementary education - 84%; an eighth grade education - 86%; some high school - 50%; and high school diplomas - 80%.

20. Does the school teach your child Navajo/Hopi religion?

	% Yes	% No		Six Districts	Kayenta
Six Districts	15.4	74.0	Ed. Level	SIG .05	NO SIG .05
Kayenta	8.0	81.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

A large majority of the parents in this study (74%) responded negatively to this question. There were differences significant at the .05 level with the four criterion variables of educational level, social class, race and urban-rural classification. Only the criterion variable of age did not have response differences significant at the .05 level.

With respect to educational level, parents in all but two educational levels answered this question negatively. Responding positively were 26% of parents with some elementary education and 10% of parents who are high school graduates.

The more professional the occupation of the parent, the fewer the parents responding affirmatively to this question. No parents in the top two occupational levels and only 3% of parents in the third occupational level responded that the school taught the Navajo/Hopi religion. The percentage of parents answering affirmatively was from 6% at the fourth level to 24% at the bottom level (that of unemployed parents).

No Anglo parents answered this question affirmatively; 18% of the Navajo/Hopi parents answered this question affirmatively.

Of parents who live two miles or less from school, 9% answered "yes" to this question. Of parents who live further than two miles from school, 20% answered that the school taught the Navajo/Hopi religion.

Kayenta:

The Kayenta district responses differed from the total population responses in that 8% of the Kayenta district parents responded positively to the question; 15% of the total group sample responded "yes."

Also, responses of none of the five criterion variables was significantly different at the .05 level in the Kayenta sample while responses of four of the criterion variables were significant at the .05 level in the total population sample.

21. Would you like them to?

	% Yes	No		Six Districts	Kayenta
Six Districts	51.2	41.5	Ed. Level	SIG .05	NO SIG .05
Kayenta	65.3	28.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

In the total sample, 51% of the parents would like the school to teach their child the Navajo/Hopi religion. Four of the five criterion variables had responses different at the .05 level of significance. Only age was not a variable significant at the .05 level.

In the case of educational level, 73% of the parents with no formal education, 55% of the parents with some elementary education, and 47% of the parents with an eighth grade education would like the school to teach the Navajo/Hopi religion. The percent of parents with more education wanting the school to teach the Navajo/Hopi religion, varies from 39% of those with high school diplomas to 22% of those with a degree from college. In general, then, the higher the level of education of the parents, the less they desire the Navajo/Hopi religion taught in school.

With respect to social class (occupational level), the more professional the work of the parent, the less they wanted the Navajo/Hopi religion taught in school. For example, no parents in the professions want religion taught, but 31% of the parents in the next three levels want it taught as do 57% of the parents in the unskilled and unemployed levels.

Race is a significant variable in response of parents to this question. More Navajo/Hopi parents (57%) than Anglo parents (11%) want the Navajo/Hopi religion taught in school.

More parents (60%) who live further than two miles from school answered this question affirmatively than parents who live two miles or less from school (39%).

Kayenta:

In the Kayenta sample, 65% of the parents responding to this question wanted the Navajo/Hopi religion taught in school.

Four of the five criterion variables were significant at the .05 level in the total sample, however, none of the variables had differences in responses significant at the .05 level in the Kayenta sample.

22. Do you want a local Medicine Man to be employed by the school to teach religion?

	% Yes	% No
Six Districts	36.7	54.0
Kayenta	56.0	33.3

	Six Districts	Kayenta
Ed. Level	SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A majority of the respondents (54%) answered "no" to this question. Some 37% responded "yes." The variables of educational level and race were significant at the .05 level.

As might be expected, the educational group with the highest per cent of affirmative responses to this question were those with no formal education (49%). Of college graduates in the sample, 17% responded affirmatively.

In the case of race, 41% of the Indian parents as compared with 8% of the Anglo parents, answered "yes" to this question.

Age, social class and distance parents live from school were not significant at the .05 level.

Kayenta:

Responses were considerably different in the Kayenta district where 56% of the parents responded that they DID want a local Medicine Man to be employed by the school to teach religion. Some 33% of the parents rejected the idea by responding "no" to the question.

In the Kayenta sample, none of the variables was significant at the .05 level.

23. Does the school teach your child about Navajo/Hopi history?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	50.8	38.7	Ed. Level	SIG .05	NO SIG .05
Kayenta	41.3	42.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

About half of the parents (51%) responded "yes" to this question. Some 39% responded "no". Responses in the areas of educational level and social class were significant at the .05 level.

More parents with no formal education (63%), some elementary education (60%), or an eighth grade education (49%) answered affirmatively than parents in other groups. Fewer parents with some high school education (35%), high school diplomas (38%), some college education (36%), and college degrees (44%), answered "yes" to this question.

Interestingly, a greater percentage of parents in the two upper and two lower occupational groups answered this question affirmatively than the four middle groups. The percentage of parents responding "yes" to this question at the eight occupational levels are: Level 1 (professional) - 50%; Level 2 - 60%; Level 3 - 43%; Level 4 - 32%; Level 5 - 47%; Level 6 - 52%; Level 7 - 54%; Level 8 (unemployed) - 59%.

Almost an equal percentage of Anglo (50%) and Indian parents (51%) responded affirmatively to this question.

Kayenta:

Fewer parents in the Kayenta sample (41%) responded that the school taught their children about Navajo/Hopi history.

None of the variables was significant at the .05 level in the Kayenta district contrasted to 2 of the 5 variables being significant in the total sample.

24. Do you think they should?

	%				
	Yes	No		Six Districts	Kayenta
Six Districts	87.3	8.7	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	90.7	8.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

"Yes"...the school should teach about Navajo/Hopi history, responded 87% of the parents. The variables of race and urban-rural status were significant at the .05 level.

When grouped by educational level, age, or social class, over three-fourths of the parents in all groups wanted the school to teach Navajo/Hopi history. However, more Indian parents (89%) than Anglo parents (72%) answered this question affirmatively. Also, parents who live further than two miles from school (91%) were more in favor of having Navajo/Hopi history taught by the school than parents who live two miles or less from the school (81%).

Kayenta:

Tendencies found in the six district report were similar to tendencies found in the Kayenta data, except on the variable of race and urban-rural. There was no significant difference between racial groups or urban-rural groups in Kayenta as a function of their response to this item.

25. Do you think the school has taught your child to be ashamed of his past?

	% Yes	% No		Six Districts	Kayenta
Six Districts	18.7	75.4	Ed. Level	SIG .05	NO SIG .05
Kayenta	14.7	78.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Interestingly, three-fourths of the parents responded "no" to this question. However, the responses in the areas of educational level, social class, race and urban-rural classification were significant at the .05 level.

More parents with no formal education (29%), some elementary education (26%), or an eighth grade education (16%), answered this question affirmatively than parents with some high school education (6%), high school diplomas (4%), some college education (15%), and college degrees (8%).

Fewer professionals, businessmen, and skilled parents answered positively (3%) than did parents who were semi-skilled workers or unemployed (20%).

Response of parents by race is significant in that 3% Anglo compared to 21% Indian parents answered this question positively.

Distance from school yielded a significant division of parentsl response in that 13% of those parents living two miles or less from school compared with 23% of parents living further than two miles from school responded that the school had taught the child to be ashamed of his past.

Kayenta:

The percentage responses of the Kayenta sample did not differ significantly from the responses of the six districts combined. However, none of the variables in the Kayenta sample was significant contrasted with four of the five variables significant in the total sample.

26. Do you want the schools to teach your child to read and write the Navajo/Hopi language?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	80.2	16.2	Ed. Level	SIG .05	NO SIG .05
Kayenta	90.7	8.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Some 80% of the parents responded "yes" to this question. The only variable not significant at the .05 level in responses to this question was age.

Differences in response by parents with no formal or some elementary education (94% "yes" responses), and parents who are college graduates (39% "yes") are significant at the .05 level.

No parents in the upper occupational level and only 36% of parents in the next two highest occupational levels answered "yes" to this question. This compares with 94% of the parents in the three lower occupational levels who responded "yes" that they did want the school to teach their children to read and write the Navajo/Hopi language.

More Indian parents (80%) than Anglo parents (33%) answered affirmatively, making race a significant variable.

Distance parents live from school is significant in that 68% of parents living two miles or less from school and 89% of parents who live further than two miles from school responded affirmatively to this question.

Kayenta:

In the Kayenta district, 91% of the parents indicated that they wanted the school to teach their children to read and write the Navajo/Hopi language. None of the variables was significant in the case of this question in the Kayenta sample as contrasted with four of the five variables being significant in the total sample.

27. Does your child speak Navajo/Hopi at home?

	% Yes	% No		Six Districts	Kayenta
Six Districts	73.3	24.4	Ed. Level	SIG .05	SIG .05
Kayenta	81.3	16.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

Almost three-fourths of the parents (73%) responded that their child speaks Navajo/Hopi at home. The variables of educational level, social class, race, and urban-rural status are significant at the .05 level.

The less education the parents have had, the more apt the children are to speak Navajo/Hopi. For example, all parents with no formal education and all parents with an eighth grade education answered this question affirmatively, while 70% of the parents with high school diplomas and 50% of the parents with some college education responded affirmatively. Perhaps this is because parents with less formal education do, themselves, talk primarily in Navajo/Hopi in their homes.

Also, the higher on the social class scale the parents fall, the less likely they are to have children who speak Navajo or Hopi at home. For example, in the three highest social class groups, only 21% of the parents indicated they have children who speak Navajo/Hopi at home. In the three lowest social class groups (semi-skilled workers, heavy laborers or unemployed), 98% responded positively.

It would seem likely that race would be the most predominant variable in accounting for differences of response of parents to this question. And, indeed, no Anglo parents, compared with 97% of the Indian parents, answered this question positively.

The further parents live from school, the more likely their child will speak Navajo/Hopi at home. Of parents who live two miles or closer to school, 69% answered affirmatively, but 94% of the parents who live further than two miles from school replied that their child speaks Navajo/Hopi at home.

Kayenta:

While tendencies found in the six district comparison on the racial variable were significant, they were found to be not significant in the Kayenta sample. Both Indians and Anglos tended to respond to this item in the same manner.

28. If NO...do you feel badly about your child not speaking Navajo/Hopi at home?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	4.4	19.0	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	0.0	14.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Over three-fourths of the parents (77%) withheld a response to this question. Of those who did respond, 19% said "no" and 4% said "yes."

Race and urban-rural status were significant at the .05 level. Of Indian parents responding to this question, 5% answered that they did feel badly that their children did not speak Navajo/Hopi; 10% answered negatively. No Anglos or Mexican-Americans answered "yes" to this question.

With regard to distance parents live from school, 4% who live two miles or less and 5% of those who live further than two miles answered affirmatively. However, 33% of parents living two miles or less from school answered negatively, while 9% of parents living more than two miles from school answered "no."

Kayenta:

In the Kayenta sample, all parents who responded answered "no." Some 85% of the Kayenta sample did not answer this question.

29. Do you think the school discourages your child from speaking Navajo/Hopi at home?

	% Yes	% No		Six Districts	Kayenta
Six Districts	11.3	79.6	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	5.3	82.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Some 80% of the parents responded "no" to this question. Eleven per cent (11%) responded "yes." The only criterion variable significant at the .05 level was urban-rural status.

More parents who live further than two miles from school (15%) than parents who live two miles or less from school (5%) answered affirmatively.

Kayenta:

In the Kayenta sample, the urban-rural category was the only variable which differed from the six district responses.

There was no significant difference in the Kayenta parents' responses in this category, while the six district responses found this variable significant at the .05 level.

30. Do you want the schools to teach Science to your child?

	% Yes	% No		Six Districts	Kayenta
Six Districts	91.3	7.3	Ed. Level	SIG .05	NO SIG .05
Kayenta	100.0	0.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

In response to this question, 91% of the parents answered that they do want Science taught to their children in school; 7% do not. Two variables which were significant at the .05 level were educational level and social class.

With respect to educational level, a very high percentage of parents obtaining college degrees (97%) answered affirmatively while of parents with no formal education 82% responded affirmatively. In general, the more education the parent had received, the more in favor he was of teaching Science in school.

Although a majority of the parents at all occupational levels would like Science taught in the schools, more from the upper two occupational levels (100%) were in favor than those who were unemployed (85%).

Kayenta:

In the Kayenta district, all of the parents surveyed wanted the school to teach Science to their child. Therefore, none of the five variables was significant in response to this question.

31. Do you want the schools to teach your child some vocational trade?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	94.8	3.8	Ed. Level	SIG .05	NO SIG .05
Kayenta	94.7	2.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Of the parents who responded to this question, 94% stated that they would like the schools to teach some vocational trade. Some 4% responded that they would not. Again, the two significant variables in this case were educational level and social class.

All parents with an eighth grade education felt the need for the school to teach their child some vocational trade. The percentage of affirmative answers from those with no formal education was also high (96%). Providing some contrast to these were the "yes" answers from those with a college degree (78%).

More parents with less than a high school diploma felt it important to have vocational training provided by the school than did parents with some education beyond high school.

The affirmative responses varied considerably for the different occupational levels. For example, 100% of the parents at both the highest level (professional) and the next-to-lowest level (unskilled) responded positively compared with 80% of those in semi-professional employment.

Kayenta:

In the Kayenta sample, the percentage figures are very similar to those for the six districts. However, none of the criterion variables is significant in the Kayenta sample.

32. At what grade should this begin?

For parents in the six districts, the breakdown is as follows:

No answer	9%
Grades 1 - 6	18%
Grades 7 - 9	55%
Grades 10 - 12	19%

For the Kayenta district, the breakdown is similar, and is as follows:

No answer	13%
Grades 1 - 6	8%
Grades 7 - 9	61%
Grades 10 - 12	17%

33. Does the school teach Arts and Crafts?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	78.5	14.8	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	46.7	42.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

The affirmative answers to this question represented 79% of those parents responding. The negative answers represented 15%. None of the criterion variables was significant at the .05 level.

Kayenta:

In the Kayenta district, the response was considerably different. Some 47% of the Kayenta parents responded "yes" while 43% responded "no."

34. Would you like the school to teach it more?

	% Yes	% No		Six Districts	Kayenta
Six Districts	88.3	8.7	Ed. Level	SIG .05	SIG .05
Kayenta	90.7	5.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

A majority of the parents (88%) responded "yes" to this question. Answering "no" were 9%. All of the criterion variables except age were significant at the .05 level.

Parents with more education were less in favor of having arts and crafts taught in school than were those with little education. For example, 53% of those parents with college degrees answered affirmatively while over 94% of those with an eighth grade education or less gave a positive response.

Deserving attention is the fact that fewer parents in professional and skilled occupations (62%) want the schools to teach more arts and crafts than parents holding semi-skilled jobs or who are unemployed (96%). Thus parents in lower level occupations are more likely to want arts and crafts taught more than are those in higher level positions.

Race is a significant variable in response to this question. More Navajo/Hopi parents (95%) than Anglo parents (44%) answered affirmatively.

Also, fewer parents who live two miles or less from school (82%) answered the question positively than did those who live further away (92%).

Kayenta:

Educational level is the only variable that is significant at the .05 level in Kayenta parents' response to this question. All parents with no formal education, an eighth grade education, and college degrees would like the school to teach more arts and crafts. Parents at other educational levels favored more arts and crafts as follows: parents with some elementary education, 95%; parents with some high school education, 70%; parents with high school diplomas, 80%; and parents with some college education, 75%.

In the Kayenta sample, as in the six district responses, more Indian parents (98%) than Anglo parents (46%) responded "yes" to this question.

35. Does the school teach your child to behave properly?

	% Yes	% No		Six Districts	Kayenta
Six Districts	85.4	9.4	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	78.7	13.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A majority of the parents were in agreement that the school teaches their child to behave properly. The "yes" answers represented 85% of those parents responding, while only 9% responded "no."

Neither educational level, age, social class, race or distance parents live from school was significant at the .05 level.

Kayenta:

No significant differences were found in the Kayenta sample when compared with the six district sample.

36. If NO...in what ways does your child misbehave?

	Six Districts	Kayenta
Not enough supervision at school	11	4
Misbehaves at home	19	3
Other	18	2
	48	9

Six Districts:

The small number of responses to this question (48 total) makes further interpretation unnecessary with respect to the five criterion variables.

Of the 48 responses, 19 stated that their children misbehaved at home and 11 indicated that their children did not receive adequate supervision at school. Other responses were general in nature.

Kayenta:

Of the 9 parents in the Kayenta district who answered that the school does not teach their child to behave properly, 4 complained of inadequate supervision at school, 3 reported improper behavior of children at home, and 2 reported general misbehavior on the part of the child.

37. Does the school ever punish (or spank) your child?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	28.5	65.0	Ed. Level	SIG .05	NO SIG .05
Kayenta	26.7	65.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Of the parents included in this survey, 28% reacted positively to this question while 65% gave negative responses. The variables of educational level, social class and race were significant in responses to the question.

Interestingly, educational level of the parents was related to the response pattern in that a higher percentage of parents who were college graduates (45%) responded positively to this question than did parents with no formal education (17%).

Similarly, 48% of those parents having professional or skilled occupations responded "yes" as compared with 20% of those who were semi-skilled or unemployed.

With respect to race, some 53% of the Anglo parents, as compared with 25% of the Navajo/Hopi parents, responded affirmatively.

Kayenta:

In the Kayenta district, none of the five criterion variables was significant. The percentage results in response to this question were nearly identical in comparing the Kayenta district with the six district results.

38. Do you think they should?

	% Yes	% No		Six Districts	Kayenta
Six Districts	62.1	29.6	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	65.3	24.0	Age	NO SIG .05	SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Of the total sample, 62% answered affirmatively and 30% replied negatively. Neither educational level, age, social class, race of parents, nor distance parents live from school influenced responses to this question.

Kayenta:

In the Kayenta district, age of parents was a significant variable in the response pattern. More parents in the age range from twenty-one to forty years of age (77%) think that the school should punish their child than do parents in other age categories. For example, of parents from forty-one to sixty-one years of age, some 44% responded positively to this question.

39. Do you think the school is too easy on your child and lets him misbehave?

	% Yes	No		Six Districts	Kayenta
Six Districts	33.8	58.3	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	40.0	50.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

In response to this question, 34% of the parents answered "yes" while a majority (58%) answered "no." Race was the only variable significant at the .05 level.

Of the Indian parents, 36% think the school is too easy on their child. In comparison, 18% of the Anglo parents responded positively.

Kayenta:

Tendencies found in the six district report were similar to tendencies found in the Kayenta data, except on the variable of race. There was no significant difference between racial groups in Kayenta as a function of their response to this item.

40. Does the school get your permission for your child to participate in extra-curricular activities (such as social and athletic events at the school)?

	% Yes	No		Six Districts	Kayenta
Six Districts	77.7	18.5	Ed. Level	SIG .05	SIG .05
Kayenta	78.7	20.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Some 78% of the parents responding to this question said that the school does seek their permission for participation in extra-curricular activities. Of the five criterion variables, only age was not significant at the .05 level.

More parents with higher learning (80% of those with an eighth grade education or more) replied affirmatively than those with no formal education (68%). Likewise, more parents holding professional or skilled jobs (97%) replied "yes" to this question than those parents whose jobs are in the unskilled categories (54%) or who were unemployed (62%).

Race was a significant variable in that more Anglo parents (87%) than Indian parents (76%) believed the school sought the parents permission for the children to participate in extra-curricular activities. With respect to distance lived from school, the closer the parents live to the school, the more apt they were to feel that their permission was sought. For example, 72% of the parents who live further than two miles from school responded "yes" to this question compared with 85% of "yes" answers from parents living within two miles from school.

Kayenta:

The percentage responses of parents in the Kayenta district is very similar to those of the six districts taken together. Of special interest may be the finding that all of the parents in the Kayenta district sample who have an eighth grade education or better responded that the school sought their permission for participation of the child in extra-curricular activities.

Also, in the Kayenta district, there was no significant difference in the urban-rural classification of parents in responses to this question. There was a significant difference in the six district responses.

41. Should they?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	91.0	5.6	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	92.0	1.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A large majority (91%) of the parents responded "yes" to this question. Only social class was significant in responses.

Parents in professional and skilled occupations (95%) were more likely to believe that the school should get their permission for their child to participate in extra-curricular activities than were unemployed parents (88%).

Kayenta:

Almost all parents in the Kayenta district sample (92%) agreed that the school should get their permission for their child to participate in extra-curricular activities. None of the variables was significant in responses to this question.

42. Do you approve of weekend and after-school social functions such as dances, parties, and field trips?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	61.3	29.0	Ed. Level	SIG .05	SIG .05
Kayenta	50.7	41.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

A majority of the respondents (61%) do approve of weekend and after-school social functions. Of the remaining parents in the sample, 29% said that they do not approve. All of the variables except age were significant at the .05 level.

The educational level of the parents was related to the parental responses. Of those who had attended college, 82% responded positively to this question. At the other end of the educational scale, some 53% of those with no formal education, some elementary education, or an eighth grade education responded affirmatively. In this sample, the more educated parents were more likely to approve of weekend and after-school social functions such as dances, parties and field trips.

Also having an influence on the response pattern was the occupational level of the parents. More parents in professional or skilled occupations (72%) than those who were in semi-skilled jobs or unemployed (55%) approve of weekend or after-school functions.

Race of the respondents was significant in that 80% of the Anglos said "yes" compared with 59% of the Navajo/Hopi parents.

More parents who live closer to the school approved of extra functions than did those who live further than two miles away. Of those within two miles, 68% responded positively, while 57% of those living beyond two miles from the school gave a "yes" answer to this question.

Kayenta:

In the Kayenta district, some 51% of the parents responded affirmatively. The only significant variable in this district was educational level. The more education the parents had, the more apt they were to be in favor of school social functions on weekends and after school.

43. Do you think the school has too many such activities?

	%				
	Yes	No		Six Districts	Kayenta
Six Districts	30.2	62.3	Ed. Level	SIG .05	NO SIG .05
Kayenta	29.3	64.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

"No"...said 62% of the parents. However, 30% do believe that there are too many such activities. All the criterion variables, except age, were significant.

With respect to the educational level of the parents, the percentage of "yes" answers varied greatly. In general, the higher the formal education of the parent, the less he believed that the school has too many activities. For example, only 3% of those with some college education answered "yes", while 49% of those with no formal education agreed that there are too many social functions.

The higher the occupational level, the fewer the parents who thought the school had too many social activities. Some 6% of the parents in the professional or skilled occupations responded that there are too many activities. This compared with 34% of the semi-skilled or unemployed parents who responded affirmatively.

Race was significant in that 9% of the Anglo parents, compared with 33% of the Indian parents, believed that the school had too many extra-curricular activities.

The percentage of parents who live two miles or less from school who agree that there are too many activities, was 20%. The affirmative answers from those who live further away was 37%.

Kayenta:

Percentage responses of the Kayenta parents to this question were nearly identical to the six district percentages. However, none of the criterion variables was significant at the .05 level in the Kayenta district.

44. Is the yellow bus system adequate?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	73.1	16.7	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	60.0	17.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A majority of the parents (73%) responded affirmatively to this question. Only 17% replied that the system is inadequate. None of the variables was significant at the .05 level.

Kayenta:

Fewer parents in the Kayenta district (60%), but still a majority of the respondents, believed that the yellow bus system was adequate. As was true in the six district responses, none of the variables was significant.

45. If NO...in what way?

	Six Districts	Kayenta
Bus driver is reckless	1	
Bus driver needs more training	6	
Bus driver is rude to children	1	
Bus stop too far from home	20	1
Bus is too crowded	10	4
Bus breaks down too often	6	1
No supervision on the bus - would like someone else to ride along	9	3
Need more bus shelters	3	2
Need more buses	9	
Bus driver doesn't wait for children	5	2
Other	15	
	85	13

Six Districts:

Eighty-five responses were received on this question. Of these, 20 parents believed that the bus stop was too far away from home. Ten (10) parents responded that the buses were overly crowded. Other reasons included reckless driving by the bus drivers, lack of supervision on the buses, the need for more buses, and the frequent breakdown of the bus.

Kayenta:

Only 13 Kayenta parents responded to this question. Of these, 4 parents stated that the bus is too crowded, 3 parents would like to see more supervision on the bus, 2 parents wanted more bus shelters, and 2 parents responded that the bus driver doesn't wait for the children. One parent said the bus stop is too far from home, and 1 parent responded that the bus breaks down too often.

46. Is the bus safe?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	79.0	8.8	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	62.7	6.7	Age	NO SIG .05	SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

To this question a majority of the total sample (79%) responded "yes." Some 9% said that it is not safe.

None of the variables was significant at the .05 level revealing that in regard to feelings about the safety of the bus, the results were not much influenced by educational level, age, social class, race of parents, or distance lived from school.

Kayenta:

In the Kayenta district, 63% of the parents responded "yes" to this question, and 7% responded "no." While none of the criterion variables was significant at the .05 level in the six district sample, age was significant in the Kayenta sample results.

A larger percentage of parents from age thirty-six to sixty-one (72%) think that the bus is safe than do parents under age thirty-six (67%).

47. Is the school lunch program adequate?

	% Yes	% No
Six Districts	81.9	14.2
Kayenta	88.0	6.7

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

"Yes"...responded 82% of the parents. "No"...responded 14%. Of the five variables, race was the only one that was significant at the .05 level.

A lower percentage of Anglo parents (73%) than Indian parents (83%) think that the lunch program is adequate.

Kayenta:

A larger percentage of parents in the Kayenta district (88%) responded "yes" to this question than did parents in the six district sample (82%). Some 7% answered "no" in the Kayenta district compared to 14% "no" answers in the six district sample.

48. If NO...in what way?

Six Districts:

Although 74 parents answered the previous question negatively, 81 parents responded to this question. Their responses were as follows:

Not enough to eat	36
Poor quality	12
Meals cost too much	7
Not much variety in menu	6
Children don't like the food	6
Should have more of this program (breakfasts, etc.)	4
They rush the children to eat too fast	2
The food is mixed together instead of separate	2
Other	5
	81

Of the 74 to 81 parents who thought the school lunch program was inadequate, 45% (36 parents) believed that their child did not get enough to eat. However, 82% of the total sample said that the school lunch program was adequate.

Kayenta:

Only 7 parents in the Kayenta sample stated dissatisfaction with the school lunch program. Reasons given were isolated; only "not enough to eat" received more than one check, and this response received only two checks.

49. Do you think your child should have to attend school every day?

	% Yes	% No		Six Districts	Kayenta
Six Districts	97.9	1.3	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	98.7	1.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

This question received the highest percentage of affirmative responses in the entire survey. "Yes" responses totalled 98% of the parents. Only 1% answered "no."

None of the variables was significant at the .05 level.

Kayenta:

Only 1 parent in the Kayenta district answered "no" to this question.

50. Should your child be suspended from school after he misses over five days?

	% Yes	% No		Six Districts	Kayenta
Six Districts	24.8	69.8	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	17.3	73.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A clear-cut majority (70%) of the parents in this survey did not believe their child should be suspended after missing over five days of school. Some 25% answered "yes" to this same question.

None of the five variables was significant at the .05 level in responses to this question.

Kayenta:

Responses of the Kayenta district did not vary significantly from responses of the six districts grouped together.

51. If NO...what should the school do after five misses?

	Six Districts	Kayenta
Talk with parents...it's their responsibility	66	12
Child should make up work for days missed	55	9
Send child to BIA School	4	0
Give the child extra homework	8	1
Gather all facts and if illness or other good reason, child should not be suspended	86	18
School officials should meet regularly with parents having children absent often	30	0
Need Indian counselors at school	8	0
Give them one more chance	20	0
It's up to the school	25	5
Don't know	25	7
Need to talk with counselor	17	0
Other	29	3
	373	55

Six Districts:

Answers are reported in order of frequency:

1. Gather all facts and if illness or other good reason, child should not be suspended: 86 parents.

2. Talk with parents...it's their responsibility: 66 parents.
3. Child should make up work for the days missed: 55 parents.
4. School officials should meet regularly with parents having children absent often: 30 parents.
5. It's up to the school: 25 parents.
6. Don't know: 25 parents.
7. Give them one more chance: 20 parents.
8. Need to talk with counselor: 17 parents.
9. Need Indian counselors at school: 8 parents.
10. Give the child extra homework: 8 parents.
11. Send child to BIA school: 4 parents.
12. Other types of responses: 29 parents

Total number of responses---------------------------373

Kayenta:

The rank order of the responses for the Kayenta parents was identical to the six district rank order for the top three statements, numberwise. That is, the largest number of Kayenta parents (18) responded that the school should "gather all the facts and if illness or other good reason, child should not be suspended." The next largest group (12) said that the school should "talk with parents...it's their responsibility." Finally, the third largest group (9) stated that the child should make up work for days missed. The other responses were scattered and few.

52. Has the Attendance Officer ever visited your home?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	26.9	71.9	Ed. Level	SIG .05	NO SIG .05
Kayenta	25.3	74.7	Age	NO SIG .05	SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	SIG .05

Six Districts:

The responses to this question were 72% "no" and 27% "yes." Responses in the criterion variable areas of educational level, social class and race were significant.

More parents with no formal education (39%), some elementary education (39%), an eighth grade education (21%), or some college education (27%) report having been visited by the Attendance Officer than parents from other educational levels. For example, only 3% of college graduates, 13% of parents with some high school education, and 15% of high school graduates answered affirmatively.

Fewer parents who have professional or skilled occupations (10%-levels one through four), have been visited by the Attendance Officer than parents who are semi-skilled workers or unemployed (27%-levels five through eight).

With respect to race, 5% of the Anglos compared with 32% of the Indian parents reported that they had been visited by the Attendance Officer.

Kayenta:

While the percentage responses of the Kayenta parents are nearly identical to those of the six district responses, the variables of age and urban-rural status are the significant ones in the Kayenta sample, the exact opposite of the six district sample.

The Attendance Officer has not visited parents in the Kayenta sample who are younger than 30 years of age. No doubt these parents have young children, perhaps not even old enough to attend school yet. Of parents from 46 years of age on up, 49% report having been visited by the Attendance Officer.

Of parents who live further than two miles from school, 39% report having been visited by the Attendance Officer. This compares with 13% of the parents living two miles or less from school.

53. Was he helpful?

	% Yes	% No		Six Districts	Kayenta
Six Districts	28.5	30.0	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	21.3	29.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

The largest group of parents (42%) omitted this question. Of those parents who did respond, half found the Attendance Officer helpful, half did not.

None of the variables was significant at the .05 level in answers to this question.

Kayenta:

The Kayenta responses do not differ significantly from those of the combined six districts.

54. If NO...why not?

	Six Districts	Kayenta
Disinterested	15	2
Disrespectful	3	1
Other	105	9
	123	12

Six Districts:

Of 123 parents who answered that the Attendance Officer was not helpful, 15 stated that he was disinterested, 3 parents said that he was disrespectful, and 105 parents had other reasons.

Kayenta:

In the Kayenta district, 12 parents responded to this question. Two (2) parents found the Attendance Officer disinterested, and 1 found him disrespectful. The other 9 responses were for reasons not recorded.

55. Is it any easier for you around the house when your child stays home from school?

	% Yes	% No
Six Districts	30.8	63.8
Kayenta	34.7	65.0

	Six Districts	Kayenta
Ed. Level	SIG .05	NO SIG .05
Age	NO SIG .05	SIG .05
Soc. Class	SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	SIG .05	SIG .05

Six Districts:

A majority of the parents (64%) responded "no" to this question. Some 31% answered "yes." Four of the five criterion variables were significant, with only age not significant.

Educational level of parents is related to responses in that there is an upward progression of "yes" answers as the educational level of the parents moves downward. Of parents who are college graduates, for example, 8% responded affirmatively to this question; of parents with no formal education, 39% responded "yes."

Also, fewer parents in professional and skilled occupations (15%) responded "yes" than parents working in semi-skilled occupations or who are unemployed (34%).

With regard to race, 2% of the Anglo parents, compared with 35% of the Indian parents, said that it was easier for them around the house when their child stays home from school.

More parents who live further than two miles from school (38%) responded affirmatively to this question than did parents who live two miles or less from school (21%).

Kayenta:

A slightly higher percentage of Kayenta parents (35%) than the combined parental group (31%) stated that it was easier for them around the house when their child stayed home from school. This percentage difference is not statistically different, however.

Age and urban-rural classification were the significant variables in the responses of the Kayenta sample. As the parents grow older, there appears to be a tendency for them to feel it is easier for them around the house when their child stays home from school.

Also, if the parents in the Kayenta district live further than two miles from school, a higher per cent of them responded "yes" to this question than did parents who live two miles or less from the school.

56. Do you let your child choose the school he wants to attend?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	37.7	60.0	Ed. Level	SIG .05	SIG .05
Kayenta	36.0	62.7	Age	NO SIG .05	SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

Sixty per cent (60%) of the parents answered "no" to this question. Thirty-eight per cent (38%) said "yes." Four of the five variables are significant at the .05 level, with age the only non-significant variable.

In the case of educational level, more parents who have no formal education (47%), some elementary education (45%), or an eighth grade education (40%) allow their child to choose the school he wants to attend than do parents with some high school (37%), high school diplomas (27%), some college (30%), or who are college graduates (8%).

More parents who are semi-skilled workers or unemployed (43%) answered this question affirmatively than parents who have professional or skilled occupations (17%).

Indian parents (41%), more so than Anglo parents (11%), let their child choose the school he wants to attend.

More parents who live further than two miles from school (46%) let their child choose the school he wants to attend than parents who live two miles or less from school (27%).

Kayenta:

Responses of the Kayenta parents to this question were nearly identical to responses of the parents of the combined six districts. All the variables were significant at the .05 level to this question in the case of the Kayenta parents.

The older the Kayenta parents, the more apt they were to allow the child to choose the school he wanted to attend.

57. Do you think the public schools should prepare your child to live ON the Reservation?

	% Yes	% No
Six Districts	71.5	22.9
Kayenta	81.3	13.3

	Six Districts	Kayenta
Ed. Level	SIG .05	SIG .05
Age	NO SIG .05	SIG .05
Soc. Class	SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	SIG .05	NO SIG .05

Six Districts:

A majority of the parents (72%) responded affirmatively to this question. Some 23% responded negatively. All variables except age are significant in the parental responses to this question.

Educational level is significant in that the less formal schooling a parent has had, the more he apparently feels that the school should prepare his child for life on the Reservation. For example, of parents with no formal education, 85% responded "yes" to this question. Likewise, 85% of those parents with some elementary education answered "yes" and 70% of those with an eighth grade diploma responded affirmatively. This contrasts with 52% of the parents with some college and 36% of those with a college degree responding that the school should prepare their child to live on the Reservation.

More parents who are semi-skilled workers or unemployed (78%) think that the school should prepare their child for Reservation living than do parents who are professional or skilled workers (50%).

Race of parents is related to the results on this question in that 34% of Anglo, compared with 77% of Indian parents, responded positively.

Parents who live further than two miles from school (78%) were more in favor of their child being prepared by the school for Reservation living than parents who live two miles or closer to the school (62%).

Kayenta:

In the Kayenta sample, 82% of the parents responded "yes" to this question. The variables of educational level and age were significant in the Kayenta group.

All of the parents with no formal education and 90% of parents with some elementary education, compared with 50% of parents with some high school, responded affirmatively to this question.

Parents under twenty-five years of age and over forty-six years of age were unanimous in believing that the school should prepare their child to live on the Reservation. This compares with 70% of those from twenty-six to forty-five years of age who believe this way.

It should be remembered that most of the Kayenta sample are Indian parents, and that this will also have an influence on the responses. The few Anglo parents in the Kayenta sample mean statistical computations comparing Indian to Anglo responses are statistically inappropriate.

58. Should the schools prepare him to live OFF the Reservation?

	% Yes	No		Six Districts	Kayenta
Six Districts	64.0	30.0	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	82.7	10.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

"Yes"...responded 64% of the parents. Some 30% answered "no." The variables of race and urban-rural status were significant at the .05 level.

Even though a higher percentage of Anglo parents (88%), than Navajo/Hopi parents (61%), answered this question affirmatively, it is interesting that a majority of both racial groups responded positively to this question.

Of parents who live two miles or less from school, 69% were in favor of having the schools prepare their child for living off the Reservation. The percentage responding affirmatively of parents who live further than two miles from school was 61%.

Kayenta:

A significantly larger number of Kayenta parents responded "yes" to this question (83%), than parents of the combined six districts (64%).

None of the criterion variables was significant in the Kayenta sample, meaning that the heavy affirmative response is independent of factors such as educational level, age, social class, race, or urban-rural classification.

59. Do you want your child to go beyond high school?

	% Yes	No		Six Districts	Kayenta
Six Districts	96.3	1.7	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	97.3	0.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A vast majority of parents in this survey (96%) do want their child to have more than a high school education. None of the five criterion variables was significant at the .05 level in responses to this question.

Kayenta:

The Kayenta parents also agree very strongly (97%) that they want their child to go beyond high school.

60. What type of school?
Four-year college
Two-year vocational

	Six Districts	Kayenta
Four-year college	81.5	76.0
Two-year vocational	43.1	41.3

Six Districts:

Forty-three per cent (43%) checked the two-year vocational school and 82% indicated a four-year college education. The percentages indicate that some parents checked both responses. None of the variables is significant in response to this question.

Kayenta:

The Kayenta district responses were nearly identical with those of the combined six districts in responses to this question.

61. Would you want your child to attend an all-Indian College?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	55.2	38.7	Ed. Level	SIG .05	SIG .05
Kayenta	49.3	38.7	Age	SIG .05	NO SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

A majority of the parents (55%), responded "yes" to this question. Some 39% answered "no." All five criterion variables are significant at the .05 level in response to this question.

In the area of educational level, more parents with no formal education (75%), some elementary education (70%), or an eighth grade education (63%), are in favor of an all-Indian college for their children than parents with some high school education (49%), high school diplomas (35%), some college (12%), or college degree holders (17%).

The largest percentage of parents in favor of an all-Indian college for their child fall in the age group from forty-one years of age on up (63%). Of parents in the age group from twenty to thirty-five, 55% responded affirmatively. The smallest percentage of parents (39%), responding affirmatively to this question fall in the thirty-six to forty years of age group.

A larger percentage of parents who are medium or semi-skilled workers, or unemployed (63%), answered positively than parents who are professional or skilled workers (13%).

As might be expected, race of parents influenced responses to this question. More Navajo/Hopi parents (62%) than Anglo parents (6%), answered affirmatively. That 6% of the Anglo parents responded "yes"...they would want their child to attend an all-Indian college, is an interesting finding.

More parents who live further than two miles from school (64%), than parents who live two miles or less from school (42%), want their child to attend an all-Indian college.

Kayenta:

A slightly smaller percentage of Kayenta parents (49%) than all parents combined (55%), would want their child to attend an all-Indian college. The age of Kayenta parents was not as influential in the results as was true in the combined six district sample. However, responses of both groups tend to be similar in that parents with no formal or some elementary education, less skilled or unemployed parents, Indian parents, and parents who live further than two miles from school are more likely to want their child to attend an all-Indian college than parents in other categories.

62. Do BIA schools prepare children for college better than public schools?

	% Yes	% No		Six Districts	Kayenta
Six Districts	13.5	64.4	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	9.3	57.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

"No"...responded 64% of the parents. The "yes" answers came from 14% of the parents. None of the variables was significant in response to this question.

Kayenta:

In the Kayenta district, 57% of the parents responded "no"...and "yes" answers came from 9% of the parents.

63. If YES...why?

	Six Districts	Kayenta
They have to attend every day	6	
Less absenteeism	3	
Better supervision	6	2
Better education	11	
Learn to be away from parents	7	2
Both languages are used	4	1
Other	28	2
	65	7

Six Districts:

The above table reports the comments made by the parents and the frequency of responses by category for the six district sample.

Kayenta:

Only 7 parents responded to this question in the Kayenta district. See above table.

64. Does your school have a School Board?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	83.5	6.0	Ed. Level	SIG .05	NO SIG .05
Kayenta	82.7	4.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Some 84% of the parents responded affirmatively to this question. Responding negatively were 6% of the parents. Three of the five variables (educational level, social class, and urban-rural status) were significant at the .05 level.

Over 97% of the parents with an eighth grade education, some college education or a degree from college, answered affirmatively. This compares with 69% of parents with no formal education, 80% of those with some elementary education and 86% of those with some high school.

More parents who are professional or skilled workers (92%) than parents who are medium, semi-skilled, or unemployed workers (82%), responded positively to this question.

Distance from school influenced results in that more parents who live two miles or less from school (90%) than parents who live further than two miles from school (79%) answered "yes" to this question.

Kayenta:

Responses in the Kayenta district are nearly identical to those of the six district sample. None of the variables are significant in parents' responses from Kayenta, while educational level, social class and urban-rural classification are significant variables in the six district sample.

65. If NO...should it have a School Board?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	36.2	0.8	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	0.0	14.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A large number of parents (63%) did not respond to this question. However, 192 parents did answer, indicating that some parents who responded affirmatively to the last item on the questionnaire (#64) also answered this question.

Of parents answering this question, 36% responded "yes." Some 1% answered "no." None of the five variables is significant

Kayenta:

In the Kayenta district, all parents responding to this question (15%), replied "no." None of the five variables is significant.

66. Does the School Board control the school?

	% Yes	% No		Six Districts	Kayenta
Six Districts	73.8	9.0	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	58.7	9.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Seventy-four per cent (74%) of the parents answered "yes" to this question. Nine per cent (9%) responded negatively. Race was the single criterion variable significant at the .05 level. A higher percentage of Indian parents (74%) than Anglo parents (72%) responded affirmatively to this question.

Kayenta:

In the Kayenta district, 59% answered "yes" and 9% responded "no."

A higher per cent of Anglo parents (73%) than Indian parents (56%) agreed that the School Board controls the school.

67. If NO...who does?

Six Districts:

In the six districts, 41 parents answered that the School Board does not control the school. Responses from these parents as to who does control the school are listed below:

Superintendent	12
Don't know	9
Principal	2
Student Council	2
Other	16
	41

Kayenta:

Three (3) parents in the Kayenta district believed that the Superintendent controls the school and 1 believed that the Principal does. Only these 4 parents responded to this question.

68. Do you think that non-Indians run the school?

	% Yes	% No		Six Districts	Kayenta
Six Districts	46.9	41.9	Ed. Level	NO SIG .05	SIG .05
Kayenta	57.3	30.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

A slight majority of the parents who responded to this question (47%) believed that non-Indians do run the school. Some 42% of the parents answered "no" to this question.

Race is the single significant variable. More Indian parents (49%) than Anglo parents (30%) think that non-Indians run the school.

Kayenta:

"Yes" responses totalled 57% in the Kayenta district, as compared with 31% "no" answers. Educational level was a significant variable in the Kayenta responses, with parents possessing less formal education more likely to think that non-Indians run the school.

69. If YES...should they?

	% Yes	% No		Six Districts	Kayenta
Six Districts	34.2	29.2	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	24.0	37.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

More parents answered this question than question #68. Two hundred and forty-four (244) parents responded to the previous question and three hundred and thirty (330) answered this question.

Of the 330 parents responding to this question, 34% said "yes"...non-Indians should run the school, and 29% said "no"...they should not.

None of the criterion variables was significant at the .05 level.

Kayenta:

Some 37% of the parents answering this question in the Kayenta district responded "no" and 24% said "yes."

70. Have you ever talked with a School Board member?

	% Yes	 No
Six Districts	30.0	67.1
Kayenta	24.0	37.3

	Six Districts	Kayenta
Ed. Level	SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Most parents (67%) have not talked with a School Board member. Some 30% responded "yes" to this question. All variables, except age, are significant.

A higher percentage of parents with more formal education have talked with a School Board member than is true for parents with less education. For parents with no formal education, 21% responded "yes" to this question; parents with some elementary education, 19%; an eighth grade education, 30%; some high school, 24%; and high school diplomas, 38%. Of parents with some college, the percentage of positive responses was 64%, and with college degrees, 69%.

Talking with a School Board member is more common to parents who are professional or skilled workers (64%) than to parents who are semi-skilled or unemployed (20%).

Anglo parents (67%) are more likely to have talked with a School Board member than Indian parents (25%), and parents who live further than two miles from school (23%) are less likely to have talked with a School Board member than parents who live two miles or less from the school (39%).

Kayenta:

"Yes"...said 24% of the parents in the Kayenta district. Some 37% said "no." Many parents did not respond to this question in the Kayenta district, and none of the variables was significant at the .05 level.

71. If NO...why not?

	Six Districts	Kayenta
Don't know any School Board members	134	9
Don't know if we have any	5	1
Don't have time	31	7
Not informed as to when and where they meet	29	1
No transportation	11	0
School is too far away	4	1
Too busy with my home and children	5	1
Too busy with my job	12	0
Not interested	17	5
They never come around to visit	6	3
Other	58	13
	312	41

Six Districts:

Most often reported reasons volunteered by the parents for not talking with any School Board members included: they did not know them, they didn't have the time, they were not informed as to when and where the meetings were held and some of the parents weren't interested.

Kayenta:

Trends in the Kayenta sample were similar to the six district group.

72. Do you think they are interested in your ideas and opinions?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	57.7	18.8	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	65.3	6.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Parents of all educational levels, ages, social classes, and races report similarly on this question. Nearly 19% felt the School Board was not interested in their ideas and opinions while over 57% felt they were.

Kayenta:

Tendencies in the Kayenta sample were similar to the six district results.

73. If NO...why not?

	Six Districts	Kayenta
Never met them	26	1
Do not know when and where meetings are held	4	
Never invited to their meeting	3	
They have their own ideas and opinions	12	
Not interested in my ideas and opinions because I don't understand English	6	
Do not listen to or act on recommendations	6	2
Don't know	14	1
Other	20	1
	91	5

Six Districts:

Ninety-one parents did not think that the School Board members were interested in their ideas and opinions. Reasons are listed in the above table.

Kayenta:

Tendencies in the Kayenta sample were similar to the six district results.

74. Where does the School Board get the money to run the school?

	Six Districts	Kayenta
State of Arizona	154	23
Federal Government	56	8
Bureau of Indian Affairs	6	
Taxes	18	2
Washington, D. C.	7	
Navajo Tribal State (St. John, Az.)	5	1
They don't get any	1	1
Johnson-O'Malley	3	
Sponsored events, i.e. dances, bake sales, etc.	3	1
Would like to know	4	
Tribe	8	1
Don't know	184	29
Didn't answer	65	6
Other	6	3
	520	75

Six Districts:

Four hundred fifty-five (455) parents responded to this question and their ideas as to where the School Board gets the money to run the school are given above.

Kayenta:

Sixty-nine (69) parents responded to this question in the Kayenta district and the results are listed in the above table.

75. Does the School Board publish how they spend the school money?

	% Yes	% No
Six Districts	20.8	66.7
Kayenta	2.7	74.7

	Six Districts	Kayenta
Ed. Level	NO SIG .05	NO SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	NO SIG .05	NO SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Although race is the only significant variable at the .05 level, it is interesting to note that of college graduates, 44%, have the highest percentage of affirmative responses. Lowest per cent of affirmative responses were high school graduates (13%). Of parents with no formal education, 20% replied positively.

A higher per cent of parents who are in professional or skilled occupations (50%) than parents who are semi-skilled workers, heavy laborers, or unemployed (19%), agree that the School Board does publish how they spend the school money.

Kayenta:

Educational level, age, social class, race of parents or distance parents live from school are not significant at the .05 level in response to this question.

76. Should they publish this?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	88.8	3.1	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	77.3	2.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Educational level, age, social class, race of parents and distance parents live from school were not significant variables at the .05 level in response to this question. Percentages were consistently high in all categories.

Kayenta:

Tendencies found in the six district report were similar to tendencies found in the Kayenta data.

77. Do you pay for your child's education?

	% Yes	No		Six Districts	Kayenta
Six Districts	23.8	71.5	Ed. Level	SIG .05	SIG .05
Kayenta	22.7	73.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Age of parents is the only variable not significant in response to this question.

A higher per cent of college graduates (69%) answered this question affirmatively than any other group. Of parents with no formal education, some elementary education, or an eighth grade education, 16% believe they do pay for their child's education. Of parents with some high school education, high school diplomas, or some college education, 31% answered positively.

More parents who are professional or skilled workers (60%) believe they pay for their child's education as compared to 18% of parents who are semi-skilled workers, heavy laborers, or unemployed. A higher per cent of Anglo parents (67%) than Indian parents (18%) believe they pay for their child's education.

The urban-rural variable differentiates significantly in response to this question in that parents who live two miles or less from school (30%) are more likely to agree that they do pay for their child's education than parents who live further than two miles from school (20%).

Kayenta:

Educational level and social class are significant variables at the .05 level in the Kayenta sample.

More parents who had no formal education (85%), some elementary education (84%), an eighth grade education (71%), answered that they did not pay for their child's education than parents with some high school education (40%), high school diploma (60%), some college education (50%).

Parents who are heavy laborers (92%) or who are unemployed (90%), are more likely to answer that they do not believe they pay for their child's education than parents who are professional or skilled workers (64%) or medium-skilled workers (62%).

78. Are all the School Board members Navajo/Hopi?

	% Yes	No		Six Districts	Kayenta
Six Districts	13.7	67.5	Ed. Level	SIG .05	NO SIG .05
Kayenta	4.0	66.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

School Board representation on the Reservation changes rather rapidly, but at the time of interviewing, all School Boards had both Indian and non-Indian representatives. To this question, only educational level showed a significant difference, and differences among groups were erratic. The uneven percentages of affirmative responses are as follows: parents with no formal education or some elementary education, 20%; parents who are graduates of eighth grade or have some high school education, 3%; parents who are high school graduates, 14%; parents who have some college education, 3%; and parents who are college graduates, 22%.

Kayenta:

None of the five criterion variables was significant in response to this question.

79. Should they be?

	% Yes	% No		Six Districts	Kayenta
Six Districts	32.7	55.2	Ed. Level	SIG .05	NO SIG .05
Kayenta	20.0	64.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

All variables, with the exception of age, are significant in response to this question. More than half the parents did not think that the School Board members should all be Navajo/Hopi. More parents with no formal education or some elementary education (42%), an eighth grade education (26%), or a high school diploma (32%), thought that the School Board members should all be Navajo/Hopi than parents with some high school education (17%), some college education (21%), or a college degree (11%).

Parents from occupational levels one through five, professional, skilled and medium-skilled workers were 14% in favor of an all-Navajo/Hopi School Board, while a higher per cent of parents who are semi-skilled workers or who do heavy labor or are unemployed (39%) were in favor of an all-Navajo/Hopi School Board.

More parents who live further than two miles from school (37%) than parents who live two miles or less from school (26%), think that all the School Board members should be Navajo/Hopi.

Kayenta:

None of the five criterion variables was significant at the .05 level.

80. Does the tribe control what goes on at the school?

	% Yes	% No		Six Districts	Kayenta
Six Districts	30.8	49.8	Ed. Level	SIG .05	NO SIG .05
Kayenta	21.3	46.7	Age	NO SIG .05	SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

It is significant that more parents with no formal education, some elementary education, and an eighth grade education (40%), than parents who have some high school education, are high school graduates, have some college education or are college graduates (13%) agree that the tribe controls what goes on at the school.

More parents who are medium-skilled, semi-skilled or unemployed (34%), than parents who are professional or skilled workers (13%), responded affirmatively to this question.

More Indian parents (34%), than Anglo parents (9%)

answered positively.

Age of parents and distance parents live from school are not significant variables in response to this question.

Kayenta:

Age is the only variable that is significant at the .05 level in response to this question in the Kayenta district. No parents twenty years of age or less, through thirty years of age, answered this question affirmatively. Of parents from twenty-one to forty years of age (17%), and from forty-one to sixty-one years of age or older (36%), agree that the tribe controls what goes on at the school.

As in the six district responses, more Indian parents than Anglo parents responded affirmatively to this question.

81. Should the tribe control the school?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	48.7	40.0	Ed. Level	SIG .05	NO SIG .05
Kayenta	38.7	37.3	Age	NO SIG .05	SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

All variables, with the exception of age, are significant in response to this question.

More parents with no formal education (59%), some elementary education (55%), eighth grade education (46%), some high school education (56%), than parents who are high school graduates (34%), have some college education (36%), or are college graduates (19%), answered this question affirmatively.

Parents who are medium or semi-skilled workers or unemployed (57%), are more likely to think that the tribe should control the school than parents who are professional or skilled workers (22%).

More Indian parents (55%), than Anglo parents (8%), answered this question positively.

More parents who live further than two miles from school (53%), think that the tribe should control the school than parents who live two miles or less from school (42%).

Kayenta:

In the Kayenta sample, educational level and social class are not significant variables at the .05 level.

A higher per cent of parents from twenty-one to twenty-five years of age (67%), and from forty-one to sixty-one years of age or older (56%), than other age groups, twenty-six years of age through forty years of age, (21%), feel that the tribe should control the school.

It is significant that no Anglo parents and 46% of the Indian parents answered this question affirmatively.

A lower per cent of parents who live two miles or less from school (33%), favor having the tribe control the school than parents who live further than two miles from school (44%).

82. Is your school administrator a Navajo/Hopi?

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	21.5	66.2	Ed. Level	SIG .05	SIG .05
Kayenta	8.0	76.0	Age	SIG .05	SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

Only Chinle had an Indian superintendent at the time of interviewing. Analysis of all six districts indicates that 76% answered this correctly and 24% answered incorrectly. Among subgroups there was a tendency for the less educated, lower social class, older, Indian, rural group to answer incorrectly concerning this information regarding the school administrator.

Kayenta:

Tendencies in the Kayenta sample follow the six district trends.

83. Should he be a Navajo/Hopi?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	51.2	34.2	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	34.7	38.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

Educational level and age of parents were not significant at the .05 level in response to this question.

Although educational level is not significant, it is interesting to note that 59% of parents with no formal education and 30% of parents who are college graduates agree that the school administrator should be a Navajo/Hopi.

More parents who are medium or semi-skilled workers or unemployed (55%), than parents who are professional or skilled workers (26%), answered this question affirmatively.

Race is significant in that 57% of the Indian parents and 12% of the Anglo parents think that the school administrator should be a Navajo/Hopi.

More parents who live further than two miles from school (55%), answered positively than parents who live two miles or less from the school (46%).

Kayenta:

Of the five variables, only urban-rural or distance parents live from school, is significant at the .05 level in response to this question in the Kayenta district.

While the variable of race was not significant, it is interesting to note that no Anglo parents and 41% of the Indian parents favor a Navajo/Hopi administrator.

More parents who live further than two miles from school (47%), than parents who live two miles or less from school (23%), responded to this question affirmatively.

84. Who is the Superintendent of your school?

(Yes=a name given)

	%			Six Districts	Kayenta
	Yes	No			
Six Districts	60.8	0.0	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	62.7	0.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

While none of the cells showed significant differences, there was a tendency for parents who had more education, were from a higher social class, Anglo, and urban, to be able to name the Superintendent more often than those parents with lesser education, lower social class, Indian, and rural.

Kayenta:

Tendencies found in the six district report were similar to those found in the Kayenta data.

85. Have you ever attended a PTA meeting?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	18.3	77.9	Ed. Level	NO SIG .05	NO SIG .05
Kayenta	2.7	85.3	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Race is the only significant variable at the .05 level in response to this question. It is significant in that a higher per cent of Anglo parents (30%), than Indian parents (16%), have attended a PTA meeting.

Kayenta:

None of the five criterion variables was significant at the .05 level.

86. IF NO...why not?

	Six Districts	Kayenta
No PTA	73	28
No transportation	30	1
Not informed	125	13
Too far to travel	16	1
Too busy at work	27	1
Too busy at home	11	1
Don't understand English	8	
Don't have one--but SHOULD	6	3
Disinterested	4	1
Don't know	33	12
Other	24	2
	357	63

Six Districts:

The above table reports the comments made by the parents and the frequency of responses by category for the six district sample.

Kayenta:

The above table reports the comments made by the parents and the frequency of responses by category for the Kayenta sample.

87. Do you attend school activities such as sporting events, etc.?

	% Yes	No		Six Districts	Kayenta
Six Districts	46.9	50.8	Ed. Level	SIG .05	SIG .05
Kayenta	41.3	56.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

All of the variables, except age of parents, are significant at the .05 level in response to this question.

Parents who have some high school education (51%), are high school graduates (65%), have some college education (82%), or who are college graduates (83%), are more likely to attend school activities than parents with no formal education (27%), some elementary education (41%), or an eighth grade education (37%).

More parents who are professional or skilled workers (81%), than parents who are medium or semi-skilled workers, heavy laborers or unemployed (43%), answered affirmatively.

A higher per cent of Anglo parents (80%), than Indian parents (42%), attend school activities.

Parents who live two miles or less from school (58%), are more likely to attend school activities than parents who live further than two miles from school (39%).

Kayenta:

It is significant that parents with some college education or degrees from college (100%), parents who are high school graduates (70%), and parents with an eighth grade education (71%), are more likely to attend school activities than parents with no formal education (20%), some elementary education (32%), and some high school education (30%).

Parents in the Kayenta district who are employed in professional (40%), or skilled occupations (75%), or perform heavy labor (46%), are more likely to attend school activities than are parents who are medium-skilled (37%) or unemployed (14%).

Distance parents live from school is significant in that 54% of parents who live two miles or less from school and 28% of parents who live further than two miles from school answered affirmatively.

88. Would you like to participate more?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	52.7	41.0	Ed. Level	SIG .05	NO SIG .05
Kayenta	73.3	20.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Educational level and social class or occupational level of parents are the only significant variables in response to this question. A higher per cent of parents with some high school education (60%), high school diplomas (63%), some college education (76%), and college degrees (61%), would like to participate more in school activities than parents with no formal education (43%), some elementary education (49%), or an eighth grade education (37%).

Kayenta:

Responses of Kayenta parents had little differentiation throughout the groups in the five variables.

89. If YES...why don't you?

	Six Districts	Kayenta
Too busy with job	64	17
Too busy at home	21	6
No transportation	31	5
School is too far	9	2
Costs too much money	6	
Poor health	10	7
Don't know	6	3
Other	73	14
	220	54

Six Districts:

Of two hundred seventy-four (274) parents in the six districts who answered that they would like to participate more than they do in school activities, 220 listed the reasons above for not participating more.

Kayenta:

Responses of the Kayenta parents as to why they did not participate more in school activities when they so desired, are listed in the above table.

90. Does your child help interpret English for you?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	51.9	44.8	Ed. Level	SIG .05	SIG .05
Kayenta	37.3	62.7	Age	SIG .05	SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

All five variables are significant in responses of the parents to this question.

At the educational level, the percentages of parents answering affirmatively grow progressively smaller as their formal education increases. Of those parents having no formal education, 85% have a child who helps interpret English for them, while 3% of parents who are college graduates have a child who interprets English for them.

More parents who are thirty-one years of age or older (60%), have their child help interpret English for them than parents thirty years of age or less (17%). Parents sixty-one years of age or older (86%), are most likely to have their child help interpret for them.

More parents who are medium or semi-skilled workers, heavy laborers, or unemployed (61%), responded positively to this question than parents in professional or skilled occupations (14%).

Interestingly, 8% of the Anglo parents answered that their child helps interpret English for them. Fifty-eight per cent (58%) of the Indian parents answered this question affirmatively.

Parents who live further than two miles from school (66%), are more likely to have their child interpret English for them than parents who live two miles or less from school (32%).

Kayenta:

Educational level is significant in that 80% of parents with no formal education, 42% of parents with some elementary education, 20% of parents with some high school education and no parents with an eighth grade education, a high school diploma, some college education or a degree from college answered this question affirmatively.

A higher per cent of parents between forty-one and forty-five years of age (83%), and sixty-one years of age or older (80%), than in any other age group, stated that their child interprets English for them.

Parents who do heavy labor (38%), or are unemployed (67%), are more likely to have their child interpret English for them than parents in other occupational groups.

Parents who live two miles or less from school (15%), are less inclined to have their child interpret English for them than parents who live further than two miles from the school (61%).

91. Would you like to be able to speak English better?

	% Yes	No
Six Districts	86.7	9.2
Kayenta	80.0	13.3

	Six Districts	Kayenta
Ed. Level	SIG .05	SIG .05
Age	NO SIG .05	NO SIG .05
Soc. Class	SIG .05	SIG .05
Race	SIG .05	NO SIG .05
Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Over one-half of parents at all educational levels would like to be able to speak English better. However, of college graduates, 58% answered this question affirmatively as compared to 90% of parents with no formal education, 98% of parents with some elementary education, 91% of parents with education through the eighth grade, 92% of parents with some high school education, 81% of parents who are high school graduates, and 73% of parents with some college education.

Age is not a significant variable as over four-fifths of parents in all age groups want to be able to speak English better.

More parents in medium or semi-skilled occupations, who perform heavy labor or are unemployed (94%), would like to be able to speak English better than parents who are in professional or skilled occupations (66%).

It is significant that 53% of the Anglo parents and 92% of the Indian parents answered this question affirmatively.

A significant difference exists in distance parents live from school. Of parents who live two miles or less, (81%), and of parents who live further than two miles, 90% would like to be able to speak English better.

Kayenta:

Educational level and social class are significant variables in the Kayenta sample. More parents with no formal education or some elementary education (92%), would like to be able to speak English better than any other educational group.

More parents who are medium or semi-skilled workers, are heavy laborers or are unemployed (90%), desire to speak English better than parents who are professional or skilled workers (61%).

92. Do you feel you are the last to know what's going on at the school?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	52.5	42.3	Ed. Level	SIG .05	NO SIG .05
Kayenta	50.7	37.3	Age	SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

The five variables are significant at the .05 level in response to this question.

Fewer parents who have attended college or are college graduates (27%), answered this question positively than parents from other educational levels which include parents with no formal education through parents with high school diplomas (53%).

Significantly, parents who are forty-six years of age or older (67%), are more likely to feel that they are the last to know what's going on at the school than younger parents (44%).

More parents who are medium or semi-skilled workers, heavy laborers, or unemployed (55%), responded positively to this question than parents who work in professional or skilled occupations (24%).

More Indian parents (57%), than Anglo parents (21%), felt that they were the last to know what's going on at the school.

Of parents who live further than two miles from school (56%), and of parents who live two miles or less from school, 47% answered this question affirmatively.

Kayenta:

None of the five criterion variables was significant at the .05 level in response to this question.

93. Do you think education makes students think they are better than other people?

	%			Six	
	Yes	No		Districts	Kayenta
Six Districts	36.5	54.2	Ed. Level	SIG .05	NO SIG .05
Kayenta	24.0	62.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	NO SIG .05	NO SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	NO SIG .05	NO SIG .05

Six Districts:

Educational level and race are the only significant variables at the .05 level in parents' responses to this question.

More parents with no formal education, some elementary and eighth grade education (43%), think that education makes students think they are better than other people than parents with some high school education, high school diplomas, some college education, or who are college graduates (27%).

More Indian parents (40%), than Anglo parents (9%) answered this question affirmatively.

Kayenta:

None of the five criterion variables was significant at the .05 level in response to this question.

94. Do you need your children to take care of you when you are old?

	% Yes	No		Six Districts	Kayenta
Six Districts	72.3	20.8	Ed. Level	SIG .05	SIG .05
Kayenta	69.3	22.7	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	SIG .05
			Race	SIG .05	NO SIG .05
			Urban-Rural	SIG .05	SIG .05

Six Districts:

All variables, except age of parents, are significant at the .05 level in responses to this question.

The less educated the parent, the more likely the response is positive. Percentages of parents answering affirmatively in each educational group are as follows: no formal education, 91%; some elementary education, 88%; eighth grade education, 74%; some high school education, 68%; high school diploma, 53%; some college education, 42%; and a college degree, 17%.

More parents who are medium or semi-skilled workers, heavy laborers, or are unemployed (86%) answered this question affirmatively than parents who have professional or skilled occupations (30%).

Significantly, more Indian parents (82%) than Anglo parents (3%), responded to this question positively.

Parents who live further than two miles from school (82%), are more likely to state that they will need their children to take care of them when they are old than parents who live two miles or less from school (59%).

Kayenta:

Parents with no formal education (95%) were more likely to need their child to take care of them than any other educational group. No parents with some college education or a college degree, 60% of parents with high school diplomas, 50% of parents with some high school education, 42% of parents with eighth grade education and 79% of parents with some elementary education show the trend in the Kayenta area.

Workers who are semi-skilled (100%), heavy laborers (85%), or unemployed (95%) were more likely to reply affirmatively to this question than parents who are professional, skilled or medium-skilled workers (53%).

Fewer parents who live two miles or less from school (51%) responded affirmatively to this question than parents who live further than two miles from school (89%).

95. Of the following, which school is best for your child?

	Six Districts		Kayenta	
	No.	%	No.	%
BIA School	45	8.7	10	13.3
LDS School	12	2.3	3	4.0
Public School	288	55.4	45	60.0
BIA Bordertown School	11	2.1		
Mission School	42	8.1	5	6.7
No Answer	119	22.9	12	16.0
Other	3	0.6		

Six Districts:

Because of the nature of this question, it cannot be analyzed as the others were. However, it is interesting to note that over one-half of the parents in this sample agree that public school is best for their child.

Kayenta:

As in the six district data, a high percentage of parents in the Kayenta district (60%) agree that public school is best for their child.

96. All in all, do you think your child is attending one of the better schools on the Reservation?

	% Yes	% No		Six Districts	Kayenta
Six Districts	86.0	7.3	Ed. Level	SIG .05	SIG .05
Kayenta	81.3	8.0	Age	NO SIG .05	NO SIG .05
			Soc. Class	SIG .05	NO SIG .05
			Race	NO SIG .05	NO SIG .05
			Urban-Rural	SIG .05	NO SIG .05

Six Districts:

Educational level is significant in responses to this question. Percentages of parents in the seven educational groups who answered this question affirmatively are as follows: no formal education, 91%; some elementary education, 97%; an eighth grade education, 83%; some high school education, 85%; high school diploma, 80%; some college education, 90%; and a college degree, 86%.

A higher per cent of parents who are medium or semi-skilled workers, heavy laborers or who are unemployed (83%), are more likely to agree that their child attends one of the better schools on the Reservation than parents who are skilled or professional workers (68%).

It is interesting to note that 55% of Anglo parents and 93% of Indian parents responded positively to this question.

Of parents who live further than two miles from school (94%) and of parents who live two miles or less from school, 82% agree that the school their child attends is one of the better schools on the Reservation.

Kayenta:

Most parents feel that the school their child attends is one of the better schools on the Reservation. Educational level is the only significant variable in response to this question. Percentages of parents in the seven educational groups are as follows: no formal education, 89%; some elementary education, 100%; eighth grade education, 62%; some high school education, 90%; with a high school diploma, 78%; some college education, 75%; and a college degree, 100%.

97. If NO...what changes need to be made to make it better?

	Six Districts	Kayenta
Mission School is better	3	1
BIA School is better	1	
Too many activities	4	
Need better administrators	3	1
Need more supervision	3	
Need more Indians on staff	2	
School should be accredited	3	
Stricter dress code	1	
Other	17	3
	37	5

Six Districts:

Of the 38 parents who answered that they did not think that their child was attending one of the better schools on the Reservation, 37 parents gave reasons. The number of parents and reasons given are listed in above table.

Kayenta:

See above table for the suggested changes and number of parents responding in the Kayenta district.

VII. SUMMARY

The objectives of this volume of the study were: 1) to determine parental attitudes towards public education on the Navajo/Hopi Reservation in the areas of teachers, the curriculum, social behaviors of children, school services, school policies, control of schools and comparisons between types of educational systems on the Reservation; and 2) test the significance of differences in attitudes between the parents as a function of educational level, age, social class membership, race, and urban-rural affiliation.

Parental attitudes were measured by an instrument especially designed for this study (Appendix A). Twenty-three (23) bilingual, trained people were selected as interviewers. The interviewers made field visitations to the homes of 520 parents, or, about 10% of all the parents enrolling children in the six public schools participating in this study. Twelve and seven-tenths per cent (12.7%) of the parent sample was non-Indian, while 87.3% was Indian.

Results pertaining to our first objective, listed above, indicated that the parents expressed the following constellation of attitudes towards the areas of concern:

1. Teachers

Parents believe that it is the teacher that is the most influential single factor affecting the successful educational program. Less than half (45%) of the parents reported that they knew their child's teacher. This percentage was even lower for those who were in the rural, older, lower social class, Indian, group. It is interesting to note that 89% of the parents expressed a desire to know their child's teacher better, and 86% said they would like to have their child's teacher visit them at home, yet only 16% of the parents reported that a teacher had visited them at home.

While over 67% of the parents stated that their child's teacher did not speak the Navajo/Hopi language, 49% indicated that this would be a most desirable quality for the teacher to have. Some of the parents volunteered the observation that a bilingual teaching laboratory, particularly in the lower elementary grades, seemed essential if the bridge between the Indian and non-Indian cultures were to be successfully crossed by the child.

Eighty-seven per cent (87%) of the parents indicated that they believed their child was being treated fairly by the teacher, and 81% said they would support their own son or daughter in their efforts to become a teacher.

The parents evidenced strong confidence in the abilities of the teacher as over 86% indicated that they believed the teacher was doing a good job in the classroom.

2. The curriculum

Central to this study was the parental attitudes towards the school curriculum. The parents supported the concept of vocational education, beginning at the junior high level, with 95% indicating that they wanted their child to learn some vocational skill. The parents believe that the primary purpose of all education should be to prepare their child to earn a living.

Over 73% of the parents indicated that their child spoke Navajo/Hopi at home, at least some of the time, and over 80% of the parents felt that inclusion of the Navajo/Hopi languages in the curriculum was essential. Some parents indicated that a teacher with bilingual skills was essential, particularly in the elementary grades when the transition between Navajo-Hopi-and English is being attempted by the schools.

Over 87% preferred a history, centered on the native peoples of the Reservation, and emmanating outward to include the larger worlds outside the Reservation.

Fifty-one per cent (51%) desired the teaching of the Navajo/Hopi religion and 37% wanted the school to employ a local

Medicine Man to teach religion.

Religion and science have often been historically at odds in the western world. The study of man's physical body, the dissection of animals, sometimes sacred to the people, and the germ theory of illness, sometimes challenge traditional thoughts and ideas, yet, the parents, when asked about the teaching of science, overwhelmingly (91%) supported it, with 7% expressing a desire to terminate the teaching of science in the school.

The highest percentage figure recorded in this study was the parental attitude towards continuing education beyond high school. Over 96% of the parents indicated that they desired their child to continue his education beyond high school. A majority preferred the four-year college for their child but 43% expressed a preference for vocational schooling.

Finally, the parents not only supported (87%) the present program of arts and crafts in the school, but 88% would like to see the schools stress it even more.

3. Social behaviors of children

Proper behavior of children was valued highly by most parents. Implied in the many concepts concerning children's behavioral problems, however, was the belief that the schools should share in the responsibility for the proper social development of their child.

Criticisms of behavior implied that being pleasant, cooperative, respectfully obeying their elders, and working productively, were seen as socially desirable goals by most of the parents. Judging from the frequency of spontaneous comments from the parents, they were more concerned with their children's social behavior than with any other single aspect of the school program. There was more willingness to express criticism in this general area than any other single area of the school program. While the parents generally approve of educationally-oriented field trips, sporting events, and culturally enriching visits to neighboring communities, over 15% of the parents voluntarily, and without being directly questioned, expressed disapproval of dances, parties, and school events that took their children away from home in a permissive climate of fun-making.

4. School services

Eighty-two per cent (82%) of the parents believed that the school lunch program was adequate, while over 14% indicated that it was not. Those expressing disapproval suggested that the cost of the meal be lowered or eliminated and that in any event, distinctions between paying and non-paying students be avoided. Some suggested that larger portions of food should be served, eating time lengthened, and general preparation of the food enhanced.

Seventy-three per cent (73%) of the parents believed that the yellow bus system was adequate, while over 16% felt that it was not, and 10% withheld a response to this item. Suggestions to improve the bus system included: more routes, more buses, more adequate supervision on the bus and training for the bus driver in the areas of safety, control of children, and courtesy.

5. School policies

Ninety-eight per cent (98%) of the parents supported the principle of compulsory school attendance, indicating that they believed that their child should have to attend school every day. Seventy per cent (70%), however, opposed suspending the child after he missed over five days of school. Their suggestions for alternatives to suspension included: talking with the parents, counseling with the child, or having the child make up school work for the days missed.

Over 91% of the parents believed that the grading policy of the school helped the child learn, and 80% of the parents believed that their child should be given a failing mark if they did not study. Only 16% believed that a child should not be given a failing grade under any circumstances.

Sixty-two per cent (62%) of the parents thought that the school should punish their child when he misbehaved, while 30% believed that the school should not use punishment for children's misbehavior.

Ninety-one per cent (91%) of the parents indicated that the school should get their permission before the child was allowed to participate in extra-curricular activities.

Sixty-seven per cent (67%) of the parents did not believe that the School Board published a financial report, yet 89% felt that they should make a public financial report.

6. Control of the schools

Local control of schools, as in the public educational system, is a relatively new concept to most Reservation parents. At the time of interviewing, all public school boards on the Reservation had a majority of Indian people on them. Most of the six participating schools had representatives of non-Indian groups, also.

Most of the parents (47%) believed that non-Indians run the school, yet parental opinion on this issue was divided...

34% of the parents thought that non-Indians should run the school...29% believed that they should not, while a very large 37% withheld a response.

Most of the parents (73%) believed that the school board controls the school. Nearly 30% of the parents indicated that they had talked with a school board member, and 58% believed that the school board was interested in their ideas and opinions.

Thirty-three per cent (33%) of the parents believed that all school board members should be Navajo/Hopi while 55% of the parents believed they should not. Forty-nine per cent (49%) of the parents believed that the tribe should control the schools, 40% believed they should not, and 11% withheld a response to this item. Over one-half of the parents believed that the school administrator should be a Navajo or Hopi.

There was a greater division among the parents' attitudes on this issue than on any other single issue included in this study.

7. Rankings of educational systems

The parents were asked to rank the various types of educational systems existing on the Reservation according to their preference. Fifty-five per cent (55%) preferred the public school; 9% listed BIA school; 8% listed mission school; 2% listed LDS school; 2% listed BIA bordertown school; and 23% made no rankings. The reason most often given for preferring public schools was the opportunity for the parents to have their children live at home and a greater degree of local autonomy.

The attitudes towards specific aspects of the school program are suggestive of the following broadly based objectives:

1. Quality education for their children

   One that recruits well-prepared, dedicated teachers who have the knowledge and skills necessary to communicate with the bilingual, bicultural child.

   One that will prepare their child to earn a living either on or off the Reservation as economic necessity dictates.

   A program steeped in the language, history, culture, and tradition of the local people.

2. Involvement

   Parents desire to be included, consulted, and respected as equals in the educational process. They expressed an even stronger desire to learn English themselves (87%) than for their children to learn Navajo/Hopi (81%).

   Parents are reluctant to come to the school. They depend upon the school personnel to come to them, either to their home or to the chapter houses, in order to start the process of community involvement.

3. Autonomy

> They desire a school program that is locally controlled, administered and responsive to their needs.
>
> They desire a program in which the student is free to choose from a broadly based multipurpose, bicultural curriculum.
>
> The parents desire a program built on the scientific method of guided discovery, observation, experimentation and learning by doing.

The second objective of this volume in the study was to test the significance of the differences between parental attitudes as a function of educational level, age, social class membership, race, and urban-rural affiliation.

There were 80 questions tested on the five criterion variables for a total of 400 comparisons. Of these, 168 were significant at the .05 level of confidence. The null hypotheses was rejected and significant differences were observed in these comparisons. The null hypotheses was not rejected in 232 tests.

The single variable with the highest frequency of significant difference was race (45 of 80 items). Educational level was the second most influential variable with 42 of 80 items being significant. Social class membership was third with 41; urban-rural affiliation was fourth with 33; and surprisingly to the authors, age was the least significant with only 7 of 80 reaching significance.

There was considerable intercorrelation between three of the criterion variables. In 28 of the 80 items, race, educational level, and social class membership were all significant. This was probably due to the skewed distribution in the Indian and non-Indian sample. For example, there were no non-Indians who were unemployed, nor without education, while all unemployed, non-educated parents were Indian and accounted for about 36% of all the parents.

A summary of the 28 items showing intercorrelation of race, educational level, and social class membership indicated the following significant differences.

THOSE PARENTS WHO TENDED TO HAVE MORE EDUCATION, WERE NON-INDIAN, AND RATED IN A HIGHER SOCIAL CLASS, TENDED TO:

Item No.	Tendencies
5.	visit their child's classroom more.
10.	think the teacher should not speak Navajo/Hopi.
19.	not want the Navajo/Hopi way of life taught in school.
20.	believe the schools did not teach the Navajo/Hopi religion.
21.	not want the Navajo/Hopi religion taught in school.
25.	think that the schools had not taught the child to be ashamed of his past.

Item No.	Tendencies
26.	not want the Navajo/Hopi language taught in school.
27.	not have a child who spoke Navajo/Hopi at home.
34.	not desire the teaching of arts and crafts more.
40.	believe the school did not get their permission for their child to participate in extra-curricular activities.
42.	approve of weekend and after-school social functions.
43.	not feel that the school had too many activities.
52.	not be visited by the Attendance Officer.
55.	not believe it was easier for them around the house when their child stayed home from school.
56.	not allow their child to choose the school he wanted to attend.
57.	not feel that the school should prepare their child to live on the Reservation.
61.	not desire an all-Indian college for their child.
70.	visit with school board members more.
77.	believe that they paid for their child's education.
79.	feel that all the school board members should not be Navajo/Hopi.
80.	feel that the tribe does not control what goes on at the school.
81.	feel that the tribe should not control the school.
87.	attend school activities more.

Item No.	Tendencies
90.	not have a child help interpret English for them.
91.	not desire to be able to speak English better.
92.	feel they were not the last to know what's going on at the school.
94.	not desire their children to care for them when they are old.

Interpretive summary:

It may be noted that the group tendencies reported above generally reflect the attitudes opposite to the majority of the parents in this study. This is probably the most significant single aspect of this study and poses formidable challenges to all involved in the process of education on the Reservation.

It implies that attitudes towards the overall school program are, in many ways, quite similar for all the parents in this study, but the priorities are in a significantly different hierarchy.

APPENDIX

SURVEY OF PARENTS OPINIONS OF SCHOOL

Conducted by the Southwestern Behavioral Institute
P. O. Box 82
Flagstaff, Arizona 86001
Telephone Number: 774-0416
James E. Biglin, Ed. D., Project Director

District ______________________________ Time Interview Began __________
(School District)

SUGGESTED OPENING STATEMENT FOR INTERVIEWERS:

"I would like to talk with you about the local public schools and what you think of them. I want you to tell me how you really feel. We hope this survey will help the children in school. All information will be kept secret. PLEASE ANSWER ALL ITEMS and feel free to comment on any of the questions."

1. Name ____
(Last) (First) (Middle)

2. Address ______________________________ Age _____ Sex M F

3. Marital Status: Married ___ Divorced ___ Separated ___ Widow ___ Widower ___

4. How many miles is home from the school? ____________________.

5. What type(s) of transportation do you use? Wagon ___ Truck ___ Car ___ Walk ___

6. How far did you go in your education? (Circle appropriate grade level).

0 1 2 3 4 5 6 7 8 (Elementary School)
9 10 11 12 (High School)
13 14 15 16 (College)

7. What type of school did you attend? Public ___ BIA ___ Mission ___ LDS ___ Other ___

8. Race ____________ Clan ____________ Tribe ____________

9. Chapter House ______________________________

10. Type of dwelling: House ___ Hogan ___ Log ___ Frame ___ Rock ___ Other ___

11. Utilities: Electricity ___ Gas ___ Water ___ TV ___ Telephone ___ Radio ___

12. Do you own your own home? Yes No

13. Language usually spoken in the home ______________________________

14. How many children do you have in BIA ___ Public ___ Mission ___ LDS ___ Other ___ Schools?

15. Which school is best for your children?____________________

16. How many have graduated from High School?____________________

17. How many of your children have dropped out of school?____________

Why?____

____

18. What is your occupation?______________________________

19. Who is your employer now?______________________________

20. Does your spouse work? Yes No

21. Are you a registered voter? Yes No National____State____ Tribal _______

22. If you want to know something about the school, to whom would you go?

____

DIRECTIONS: If you have two or more children in the local public schools, answer the questions in terms of the one who is the OLDEST. Answer only for the one oldest child in the Public School, and PLEASE ANSWER ALL QUESTIONS.

Child's Name______________________________________Grade________

1. Do you know your child's teacher? Yes No
2. Would you want to know your child's teacher better? Yes No
3. Has the teacher ever visited you at home? Yes No
4. Would (or did) you like the teacher to visit your home? Yes No
5. Have you ever visited your child's classroom? Yes No
6. Would you like to visit your child's classroom (again)? Yes No
7. Does the teacher do a good job of teaching? Yes No
8. Is the teacher interested in the tribe and its culture? Yes No

9. Does your child's teacher speak Navajo/ Hopi? Yes No

10. Do you think the teacher should speak Navajo/Hopi? Yes No

11. Who do you think would make the best teacher for your child?... ____Indian ____non-Indian

12. Do teachers grade your child at school? Yes No

13. If YES...Do you think the grades help your child learn? Yes No

14. Should children be given a failing grade if they don't study? Yes No

15. Does the teacher treat your child fairly? Yes No

16. Should the teacher have a College degree? Yes No

17. Would you want your child to become a teacher? Yes No

18. Does the school teach the Navajo/Hopi way of life? Yes No

19. Do you want them to? Yes No

20. Does the school teach your child Navajo/Hopi religion? Yes No

21. Would you like them to? Yes No

22. Do you want a local Medicine Man to be employed by the school to teach religion? Yes No

23. Does the school teach your child about Navajo/Hopi history? Yes No

24. Do you think they should? Yes No

25. Do you think the school has taught your child to be ashamed of his past? Yes No

26. Do you want the schools to teach your child to read and write the Navajo/Hopi language? Yes No

27. Does your child speak Navajo/Hopi at home? Yes No

28. If NO...Do you feel badly about your child not speaking Navajo/Hopi at home? Yes No

29. Do you think the school discourages your child from speaking Navajo/Hopi at home? Yes No

30. Do you want the schools to teach Science to your child? Yes No

31. Do you want the schools to teach your child some vocational trade? Yes No

32. At what grade should this begin?

33. Does the school teach Arts and Crafts? Yes No

34. Would you like the school to teach it more? Yes No

35. Does the school teach your child to behave properly? Yes No

36. If NO...In what ways does your child misbehave?

37. Does the school ever punish (or spank) your child? Yes No

38. Do you think they should? Yes No

39. Do you think the school is too easy on the child and lets him misbehave? Yes No

40. Does the school get your permission for your child to participate in extra-curricular activities (such as social and athletic events at the school)? Yes No

41. Should they? Yes No

42. Do you approve of weekend and after-school social functions such as dances, parties, and field trips? Yes No

43. Do you think the school has too many such activities? Yes No

44. Is the yellow bus system adequate? Yes No

45. If NO...In what way?

46. Is the bus safe? Yes No

47. Is the school lunch program adequate? Yes No

48. If NO...In what way?

49. Do you think your child should have to attend school every day? Yes No

50. Should your child be suspended from school after he misses over five days? Yes No

51. If NO...What should the school do after five misses? ____________________

____

____

52. Has the Attendance Officer ever visited your home? Yes No

53. Was he helpful? Yes No

54. If NO...Why not? ____

____

____

55. Is it any easier for you around the house when your child stays home from school? Yes No

56. Do you let your child choose the school he wants to attend? Yes No

57. Do you think the public schools should prepare your child to live ON the Reservation? Yes No

58. Should the schools prepare him to live OFF the Reservation? Yes No

59. Do you want your child to go beyond high school? Yes No

60. What type of school? ___two-year vocational school
___four-year College

61. Would you want your child to attend an all-Indian College? Yes No

62. Do BIA schools prepare children for College better than public schools? Yes No

63. If YES...Why? ____

____

64. Does your school have a School Board? Yes No

65. If NO...Should it have a School Board? Yes No

66. Does the School Board control the school? Yes No

67. If NO...Who does?____

____

68. Do you think that non-Indians run the school? Yes No

69. If YES...Should they? Yes No

70. Have you ever talked with a School Board member? Yes No

71. If NO...Why not?____

____

72. Do you think they are interested in your ideas and opinions? Yes No

73. If NO...Why not?____

____

74. Where does the School Board get the money to run the school?____________

____

75. Does the School Board publish how they spend the school money? Yes No

76. Should they publish this? Yes No

77. Do you pay for your child's education? Yes No

78. Are all the School Board members Navajo/Hopi? Yes No

79. Should they be? Yes No

80. Does the tribe control what goes on at the school? Yes No

81. Should the tribe control the schools? Yes No

82. Is your school administrator a Navajo/Hopi? Yes No

83. Should he be a Navajo/Hopi? Yes No

84. Who is the Superintendent of your school?______________________

85. Have you ever attended a PTA Meeting? Yes No

86. If NO...Why not?____

87. Do you attend school activities such as sporting events, etc.? Yes No

88. Would you like to participate more? Yes No

89. If YES...Why don't you?______________________________

____

90. Does your child help interpret English for you? Yes No

91. Would you like to be able to speak English better? Yes No

92. Do you feel you are the last to know what's going on at the school? Yes No

93. Do you think education makes students think they are better than other people? Yes No

94. Do you need your children to take care of you when you are old? Yes No

95. Of the following, which school is best for your child?

___BIA School ____Public School ____Mission School

___LDS School ____BIA Bordertown School _____Other

96. All in all, do you think your child is attending one of the better schools on the Reservation? Yes No

97. If NO...What changes need to be made to make it better?______________

____

____

* * * *

FOR KEAMS CANYON INTERVIEWERS ONLY:

1. Do you want a High School built in Keams Canyon? Yes No

2. Do you want to continue to send your children to High School in Ganado? Yes No

Why?______________________________

____

DIRECTIONS TO THE INTERVIEWERS:

Please explain to the parent that this portion of the interview will be taped. Mark the name of the parent on tape. Turn tape recorder on to RECORD. DON'T FORGET TO TURN TAPE AFTER 25 MINUTES HAVE GONE BY!

---

1. What in the Navajo/Hopi way of life do you think is most important for your child to know?

2. How is the Navajo/Hopi way of life different from the Anglo way of life?

3. INTERVIEWER: Take out the picture of the school and say:

   "Here is a picture of a school.....can you think of any changes that have occurred in the school system in the last ten years?"

   "Which changes have made you happy?"

   "Which changes have made you sad or angry?"

4. INTERVIEWER: Take out the picture of the hogan and say:

   "Here is a picture of a hogan.....please tell me about life in a hogan."

   "What's happening inside?"

   "How do the people inside feel?".....etc.

5. INTERVIEWER: Take out the picture of the two people and say:

   "Here is a picture of two people.....tell me a story about these two faces."

   "What is each one thinking about?"

   "What will happen to each of them?"....etc.

INTERVIEWER: Please end interview with: "Do you have anything you would like to ask me?"

-THANK YOU

Time Interview Ended________________